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UNIVERSITY OF ALBERTA

PROFESSIONAL DEVELOPMENT NEEDS OF ALBERTA ADULT EDUCATORS

BY

ANGELA MARIA RISDON

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

DEPARTMENT OF ADULT, CAREER AND TECHNOLOGY EDUCATION

EDMONTON, ALBERTA
Fall, 1990

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ISBN 0-315-64870-8

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AM Risdon

Angela Maria Risdon

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T8A 4E4

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GKonrad
A. G. Konrad

A K Deane
A. K. Deane

Beth Young
B. Young

Date: Sept. 24, 1990

DEDICATION

To the memory of my father,
Ernesto Boniferro,
whose love of learning always inspired me.

ABSTRACT

The purpose of this study was to examine the nature and extent of professional development needs of adult educators in Alberta. Five specific research questions were used to facilitate the development of the study and the analysis of the data.

The data were gathered using a survey with a sample of 300 adult educators taken from a list of 1,639 individuals in Alberta. The response rate was 67.6 percent. The data were processed to report the descriptive findings by using frequency counts. The statistical procedures used in analyzing the data included t-tests, F-tests, and chi-square tests so that differences between and among groups based on independent variables could be analyzed. Respondents' comments to open-ended questions were analyzed by searching for underlying themes.

Results of the study indicated that adult educators in Alberta primarily participate in conferences, in-service workshops, short courses, and on-the-job training to meet their professional development needs. The research showed that adult educators want to participate in professional development activities that are directly linked to their roles and positions as adult educators. The areas in which adult educators most preferred to pursue professional development activities were: program planning, program evaluation techniques, needs assessment techniques, using computer alternatives.

The barriers most likely to be met by adult educators when attempting to participate in professional development were lack of time, job responsibilities, feeling that present activities do not meet present needs, inconvenient times and financial considerations. This study showed that adult educators in Alberta feel their need for professional development activities is moderate or higher. They reported that they participate in professional development activities to increase their job effectiveness, satisfy personal needs and lead to career advancement.

The results of this study show that adult educators in Alberta want to participate in professional development activities in formal programs, preferably at the graduate level. They would like to participate on a frequent, regular basis.

ACKNOWLEDGEMENT

I wish to thank all of those who contributed to the completion of this thesis. Many thanks go out to my thesis supervisor, Dr. Abe Konrad, who provided invaluable guidance and assistance throughout the entire process. To Professor Art Deane and Dr. Beth Young, I extend my appreciation for the contributions made as part of the thesis committee.

Thanks to all those who participated in the pilot study and completed the questionnaire for this study, and to Chris Prokop who assisted with the statistical analysis of the data. My appreciation goes out to Karen Dittrick, whose keyboarding skills and sense of humour allowed us to get through the final stages of production.

Finally to my husband, Don, who provided me with endless encouragement and love, I extend my deepest appreciation.

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CHAPTER I

INTRODUCTION

Adult education has experienced rapid growth in the last sixty years in North America. This growth has lead to much examination of the field during the past several decades.

Long (1983) outlines five characteristics that have historically characterized the nature of adult education. He states that adult education has been (1) creative in meeting the needs of its clientele, (2) pragmatic in the adult learners' participation for some specific reason and a wish immediately to apply new knowledge and skills, (3) voluntary in the adult's free choice to enrol and continue in the learning experience, (4) pluralistic in the audiences served, in its delivery systems and philosophical orientations, and (5) dynamic in responding to change by developing innovative practices.

These characteristics of adult education have lead to a very diverse field of practice with both strengths and weaknesses. There are many institutions, agencies and programs in adult education that meet learner needs but there is no single approach to preparing adult educators for work in this diverse field. Most adult educators have had no formal preparation for their work. Therefore, professional development for people who work in the field of adult education is a current issue that needs addressing.

Purpose Of The Study

The purpose of this study was to determine the nature and extent of professional development needs of adult educators in Alberta. A number of specific research questions served as a guide to the development of the study and to the analysis of the data. These questions were as follows:

1. What professional development activities are adult educators presently participating in?
2. What areas of need for professional development are indicated by adult educators?
3. What barriers do adult educators perceive in the area of professional development?
4. What motivates adult educators to participate in professional development activities?
5. How should professional development needs be met?

Significance of the Study

This study has both practical and theoretical significance. Consequently, the results should be of interest to those who are employed in the field of adult education, to those who are concerned with planning for and providing professional development, and to those who are interested in expanding the field of knowledge in the area of a theoretical base for studies in professional development in adult education.

Many organizations that provide adult education may find it relevant to their operation to examine the professional development needs of adult educators. The results of this study can be used by these organizations to provide information for planning a program of professional development and to identify expertise in the field. Specific data from this study may be of particular use in designing professional development programs.

The results of this study may yield some awareness for the need for further research in the area of professional development in adult education. Aidoo-Taylor (1986) states that due to the state of the field of adult education, presently, there is a need to develop a broad-based conceptual definition of professional development through theoretical and empirical studies. This study may show that the development of a sound conceptual framework is needed in this area of adult education.

Finally, this study may give some direction to the development of answers to the problems in the area of professional development needs as a field of study in adult education.

Definition of Terms

The following are the most important terms that warrant explicit definition to ensure consistency in usage throughout the study.

Adult educator. Charters (1978) groups adult educators into the following: instructors, trainers, professors, program administrators, research workers, support personnel, supervisors, sponsors, board members, legislators and policy makers.

Adult educators can also be described by identifying the agencies in which they work. Schroeder (1970:37) distinguishes amongst the various types of agencies where adult educators work either in a paid or unpaid capacity. He outlines the following:

> Type 1: agencies established to serve the educational needs of adults. Adult education is a central function.
>
> Type 2: agencies established to serve the educational needs of youth and have taken on the additional responsibility of at least partially serving the educational needs of adults. Adult education is a secondary function.
>
> Type 3: agencies established to serve both the educational and non-educational needs of the community. Adult education is an allied function used to fulfil only some of the needs that agencies recognize as their responsibility.
>
> Type 4: agencies established to serve special interests of particular groups. Adult education is a subordinate function used primarily to further the agency's special interests.

Boshier (1985:6) adds a final dimension to the above description. He points out that "much adult education occurs in non-institutional settings and is not sponsored by an agency." Including Boshier's comments, the above five areas are typical situations in which to find adult educators in North America.

For the purpose of this study, an adult educator is described as an individual who is engaged in the field of adult education through involvement in any of the above listed agencies in the province of Alberta.

Adult education. For the purpose of this study, the definition of the Canadian Commission of UNESCO (1980:3) appropriately defines adult education as ". . . the entire body of organized educational process, whether formal or otherwise, whereby persons regarded as adult by our society develop their abilities, enrich their knowledge, improve their qualifications or change their attitudes or behaviour."

Need. Borg and Gall (1983:753) state that a need is "usually defined as a discrepancy between an existing set of conditions and a desired set of conditions." Borg and Gall (1983:757) further explain that the desired set of conditions can be identified as "ideals, norms, minimums, desires (wants), and expectations."

Needs assessment. For the purpose of this study, a needs assessment as defined by MacKay (1979:2) is appropriate. He states that a "needs assessment is the process of determining the difference or gap between where one is and where one wants to be or should be."

Postsecondary institution. For the purpose of this study, a postsecondary instituion is defined as a university, technical institute, college, or vocational centre.

Professional development. In a recent review of the literature in the area of professional development, Aidoo-

Taylor (1986) found that the terms professional development, staff development and faculty development are used interchangeably. Aidoo-Taylor points out that professional development is essentially growth oriented, and the activities tend to be informal, attentive to the needs of individuals and cooperatively organized and conducted.

Konrad, et al. (1982:12) state that professional development involves "more than the upgrading of a person's knowledge and skills." Gaff (1978:8) states that:

> . . . professional development has taken on new dimensions, a new depth and scope. The term no longer refers merely to activities that update and upgrade knowledge of a subject matter; professional development now incorporates more direct attempts to improve instruction, plan continuous career development, fashion mutually beneficial relationships with the institution, and even foster aspects of personal development.

Assumptions

Several assumptions were made in this study. It was assumed that adult educators could identify their needs in the area of professional development.

Those with experience and previous education in the field of adult education were assumed to be better able to identify their objectives for professional development. They may have had preferences in terms of their areas of interest.

This study assumed that the respondents were able to identify or recognize options for professional development listed in the questionnaire that are presently available in Alberta.

Delimitations

This study was delimited by aspects of population, geography and time. This study was delimited to the population of a comprehensive listing of over 1,639 adult educators in Alberta. The study was further delimited to the 300 adult educators who were included in the sample of the study.

This study was delimited to the places in which the questionnaires were distributed, including both urban and rural centres in the province of Alberta.

The study was delimited to a two-month period in which data collection was conducted. The needs and opinions of the respondents were relevant at the time the questionnaire data were gathered and may not be so today or at a later date.

Limitations

The study was limited by the instrument developed and used for data collection. Significant questions may have been omitted that may have given additional pertinent information.

The study was also limited by the actual respondents chosen for the sample. The sample of 300 may be insufficient for making generalizations about the rest of the population involved in adult education in Alberta or elsewhere. Therefore, generalizations should be made with caution.

Organization of the Thesis

Chapter I has given a description of the purpose of this research and the five specific questions that were investigated to provide information. As well, definitions of the terms used, assumptions, delimitations and limitations of this study were outlined.

Chapter II contains a review of the relevant literature concerning this study. The literature is organized in three sections: the need for professional development, the types of professional development, and the training needs of adult educators.

Chapter III provides a description of the research methodology including a discussion of the survey method, instrumentation, pilot testing, ethical considerations and procedures used for data collection and analysis.

Chapter IV contains a descriptive overview of the findings. Section 1 provides a description of respondents by characteristics and educational background. Section 2 contains a descriptive reporting of the findings organized by the five research questions addressed in this research.

Chapter V outlines the statistical analyses of the findings, and Chapter VI consists of a summary, conclusions, and implications of the study.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature began with a systematic search of computer references by title and subject at the University of Alberta. A "Spires" search was conducted to locate any journal or ERIC document references related to the research topic dated 1983 to present. Dissertations and dissertation abstracts were located. Other references were located from the bibliographies of relevant sources. The review of the literature focused on the professional development of adult educators, drawing upon North American information generally with a specific focus on references from the province of Alberta.

A number of terms closely related to the term professional development were used in the literature search, including such terms as staff development, faculty development, inservice training, inservice education, and continuing professional education. In some instances the terms were used interchangeably, whereas in other instances authors distinguished clearly among them.

The literature review is presented in three areas: (1) the need for professional development, discussing the rationale and purposes for professional development, (2) the types of professional development, discussing the providers and models of professional development, and (3) the training needs of adult educators, discussing the roles and needs of adult educators and the practices designed to meet those needs.

Professional Development

This first section of the literature review deals with the concept of professional development. It attempts to put the concept of professional development in the context of adult education and cites recent studies in the area. The common rationales for engaging in professional development have been researched and the relevant literature is presented in this section. In addition, the varied purposes of professional development are outlined as found in the literature.

Rationale for Professional Development

The field of adult education is characterized by the diversity of workers and their varied backgrounds, education and experience. Some of the specific content area skills, knowledge and attitudes necessary for successfully performing in the field of adult education may be acquired before entering into the field and can be directly transferable. However, it is seldom expected by employers that formal study in the field of adult education be completed before entering the workforce. These observations, as stated by Charters (1978), do not mean that prerequisite formal education is not recommended before entering the practice of adult education, but that there exists an ever increasing need for more professional development activities and programs for adult educators. Adult educators must be given an opportunity to acquire and enhance the necessary knowledge, skills, and attitudes needed to excel once they are already working in the field.

Charters (1978) stated that the professional development of adult educators can be viewed in four stages. First, there is the education of people who have clear goals to prepare themselves in colleges and universities for a career in adult education. Then there is the education of people without any specific education to function effectively in their present role in adult education. Next is the concern for adult educators who require continuing education to prepare for new and changing positions and responsibilities in their agency in the field of adult education. Finally, there is a concern for those people who want to prepare for professionally related roles after their retirements. Charters (1978) suggested that priority should be given to those adult educators who are now on the job because of their large number and because it is the stage at which the most immediate and greatest impact on the field can be made.

Richardson (1975) has a similar view to that of Charters. He speculated that institutions and agencies can no longer be enhanced or changed primarily by the process of adding new personnel, but that steps must be taken to assist existing staff members to adjust to new demands made of them.

Professional development programs must be established for the improvement of staff capabilities for dealing with new and continuing responsibilities on the job. Richardson (1975) stated that there is a need for change in colleges,and he felt that this change could no longer be dealt with by substitution or contraction of staff in colleges but rather by growth. He felt that if institutions could no longer be primarily changed by the process of adding new personnel then something had to be done to help existing staff members adjust to the new demands being made of them. This process of improving staff capabilities for dealing with their new responsibilities he referred to as staff development or professional development.

Richardson suggested that to create change in the practices of institutions, the concern must be on how best to alter the basic beliefs of participants about the nature of the institution. He suggested that this was a better approach than trying to change the organization. When you no longer can add staff to make those changes, you must deal with the beliefs and practices of the existing staff. Richardson (1975:306) said that "during periods of stress (in organizations) greater emphasis is placed on staff development as the key to effective response."

Paulet (1987) rationalized professional development through a human capital perspective. He acknowledged that many psychological, sociological, economic and practical reasons are cited for supporting professional development in adult education. Paulet concentrated on the economic reason, in particular, on the worth of the individual as a worker to support his argument for continued learning throughout one's work cycle in life. Paulet stated that much of the specialized knowledge we acquire through higher education training becomes obsolete in a period much shorter than one's lifetime in today's working environment, so there is no specific economic reason for obtaining that knowledge early in one's life.

Paulet (1987) made the case that our complex society needs highly trained individuals, but that many adults are reluctant to risk unemployment by returning to postsecondary institutions on a full-time basis. He stated that workers can acquire skills without leaving their place in the adult working society. He felt that through professional development activities, working adults can achieve some of their educational or training goals. He supported the notion that creative continuing professional development programs are essential in order to support lifelong learners in the workplace.

Gooch (1986) provided another rationale for professional development within the context of industrial adult educators. In his view, the development of the human resource is the major motivation for professional development. He equated the development of people to other similar theories and stated that most adult educators would refer to this process as "assisting people to realize their full potential" (Gooch, 1986:84).

Gooch felt that "professional death" frequently occurs before "physical death," and that the only way to prevent this from happening is to allow people to engage in a process of professional and self development.

Gooch felt that one must increase knowledge and skills and change one's attitudes and habits in order to engage in the process of self development. He perceived that all too often, adult educators focus only on increasing knowledge without looking at the other elements which assist in fully developing a person's potential. Gooch stated that goal setting is often one of the points in which professional development breaks down. He felt that goals are often not set or improperly set. He advocated involvement of the learner in setting goals in order for that person to assume responsibility for his/her actions.

Purposes of Professional Development

The purposes of professional development for adult educators are many. In reviewing the literature, it appears that professional development is aimed at increasing competencies and awareness as well as affecting attitude change in many different areas.

Bergquist and Phillips (1979) conceptualized a comprehensive approach to faculty development that can have lasting impact. They identified four purposes and components of faculty development are: personal development, instructional improvement, organizational development and community development. Personal development activities focus upon attitude change of the individual and include interpersonal skills training, life planning workshops, and other personal growth activities. Instructional improvement techniques deal with issues of change process, and include activities in curriculum development, educational methodology and technology, evaluation and diagnosis. Organizational development deals with issues of structural change, and includes such activities as team-building, decision making, conflict management and management training in order to increase productivity. Community development deals with communication networks, intergroup negotiations and community building to allow the staff's individual goals to be served in the context of the institution.

After an extensive literature review, Prachongchit (1984:25) concluded that professional development purposes can be grouped into four domains: (1) instructional improvement, (2) mastery of one's discipline, (3) organizational setting, and (4) personal development. The instructional improvement purpose of professional development deals specifically with helping educators to develop strategies to aid in their function of teaching in any capacity. The mastery of one's discipline involves updating knowledge in one's area of specialization. In dealing with the area of organizational setting, professional development provides understanding of conditions of work, relationships in the workplace and role expectations. Finally, the area of personal development includes improving interpersonal skills, learning how to develop life plans and an opportunity to discuss relationships between individual goals and work goals.

Charters (1978) based his outline of purposes for professional development on the assumption that adult educators should continue their learning in terms of professional development. He believed that the adult educator is the basic person to be considered in deciding purposes for professional development in that he/she becomes the learner in this situation. Charters (1978:6) listed the purposes of professional development as:

1. to assist educators of adults to develop further the appropriate competencies and characteristics;
2. to develop further all educators of adults in order to relate theory to practice;
3. to develop all educators of adults as self-directed persons and as decision-makers; and
4. to continue to satisfy the thirst of educators of adults for innovations and developments in theory, research and practice.

Purposes for professional development can also be viewed as facilitating the needs of the organization. Even within the non-formal sector of adult education, the organizational needs may play an important role in outlining the purposes of professional development. While Charters (1978) emphasized the needs of the educator of adults, Giles (1972) emphasized the organization. He pointed out that the objectives of professional development were to provide individuals with information about the conditions of employment, the goals and objectives of the institution and the total education program of the institution. Professional development should also provide opportunities for discussion of concerns that arise in the organization and of the relationship between individual goals to organizational goals. Professional development, according to Giles (1973), can also allow individuals to know and understand methods and procedures of accountability, how to improve themselves to add to the growth of the organization, and how to become involved in committing themselves to the goals of the organization.

As he reviewed the literature of the previous decade on continuing professional learning, Houle (1980) concluded that the purposes of professional development within a profession are closely linked to the process of professionalization. Although many do not consider adult education a profession, the field itself has many similarities to a profession and, although not professionalized, it has many characteristics of professionalism within it. Houle identified the following purposes of professional development:

1. to clarify and define functions of the profession;
2. to master the theoretical knowledge in one's profession;

3. to acquire the capacity to solve problems by using theoretical bodies of knowledge to deal competently with specific problems that may arise in one's life;
4. to use practical knowledge that is available and has grown out of their particular profession; and
5. to provide self-enhancement opportunities by allowing professionals to seek "new personal dimensions of knowledge, skill and sensitiveness by the arduous study of topics not directly related to their occupation" (Houle, 1980:47).

Types of Professional Development

This section of the literature review discusses the types of professional development available by outlining the various providers and models of professional development in the field of adult education.

Providers of Professional Development

The literature indicates that there are three major providers of professional development in the field of adult education: educational institutions, professional associations, and other agencies such as employers in the private sector, government departments, and voluntary organizations.

In his attempt to organize the field of continuing professional education, Belsheim (1986) stated that there exists a wide variety of providers of professional development in North America. In his study of Continuing Professional Centres (CPE) in the United States, one of which focused on adult education professionals, Belsheim listed their sponsoring organizations to include public and private educational institutions, professional associations, as well as organizations which employ professionals, and other business and service organizations.

The first type of provider, educational institutions, are often selected by those adult educators that chose to engage in professional development by pursuing a degree or university certification (Horrocks, 1987). Universities are widely recognized as the main institutions for formal training and professional development activities for full-time and part-time adult educators (Duke, 1985). In North America, formal study opportunities are available, full-time and sometimes part-time, to study adult education as a subject at many universities. Adult educators pursuing their professional development needs through universities often are taking courses which may lead toward a certificate, diploma or an undergraduate or graduate degree. Others may also pursue non-credit courses. Other educational institutions such as colleges and institutes of technology also participate in providing adult education training and professional development opportunities.

Professional associations constitute another major provider of professional development opportunities (Horrocks, 1987; Duke, 1985). Professional associations may span federal, provincial and regional boundaries in Canada, and they often are involved in staff development and training that includes "short training courses, non-credit study opportunities, arrangement of seminars, conferences, publications, and other aids to adult education training" (Duke, 1985:191). Some advantages of regional rather than local staff development functions sponsored by professional associations were reported by Boggs and Travis (1983): participants cited a sense of identity with a movement, an identity with a profession, opportunities to confer with colleagues of other localities, and renewed commitment for their task.

As well, professional associations have been involved in creating regional training centres for adult educators in order to meet their professional development needs in a setting exclusively oriented to the training of adult educators (Duke, 1985). At the American Association for Adult and Continuing Education (AAACE) national conference in 1985 such a centre was planned. This development centre would provide the association's members the opportunity to enhance their skills. The first step would be to help the members develop profiles of their present levels of proficiencies in the areas considered crucial to their work. The centre would also provide them with a personal plan for their continued professional growth and development. Aker (1985), in his article about the conception of this development centre, provided one example of how professional associations can contribute to the professional development of adult educators.

Three recommendations were made to achieve the goal of an AAACE development centre. The first of the recommendations was that AAACE should encourage and support the development of a model which encompasses desired standards of proficiency generic to all adult educators in their various roles and functions (Aker, 1985:15). The second recommendation of the conference for the development centre was that a professional assessment tool using Malcolm Knowles' ideas of self-assessment be developed for use in connection with the development centre (Aker, 1985:15). The third recommendation was that certain steps be undertaken to implement the concept of the development centre which dealt with the first stages of preparation.

Apart from educational institutions and professional associations, a large part of professional development for adult educators may be provided by the employing organizations and agencies of the adult educators (Duke, 1985, Horrocks, 1987). Much of this training may be conducted by the private sector, government departments and voluntary organizations.

An example of an organization's commitment to professional development is found in Konrad's (1983) study of faculty development in Canadian universities. Sixty percent of universities in Canada had an organized program or set of professional development activities for their own faculty members. About two-thirds of these universities had a person or a unit for coordinating professional development activities for faculty members, and most of these persons served on a part-time basis in this role. Although this statistic is impressive, Konrad found that faculty development activities were limited in their effectiveness in Canada because of their treatment as temporary systems in the universities, lack of systematic evaluation and lack of ongoing feedback of professional development activities. He found this to be true because coordinators of professional development in the universities served only on a part-time basis and many institutions regarded professional development as a luxury which was very hard to maintain during difficult fiscal times. Konrad found that it was typical for professional development to be the last service added to a university department, yet the first to be cut.

Models of Professional Development

Many models of professional development have emerged over the past fifteen years in the field of adult education.

Bergquist and Phillips (1975) stated that in order to have a significant change in faculty and instruction in university settings, it was essential that professional development programs be comprehensive. The model that Bergquist and Phillips promoted in 1975 was based on the assumption that significant changes through professional development must take place at three levels: (a) attitude, (b) process, and (c) structure. Each of these three areas was composed of activities dealing with personal development (attitude), instructional development (process) and organization development (structure).

Bergquist and Phillips (1975, 1977, 1981) wrote three extensive handbooks for faculty development, and in their second one described a more recently developed model of professional development based on their first model.

Bergquist and Phillips (1977:6) stated that this revised model:

> broadens the definition of such terms as instructional and organizational development, adds the concept of community development, a concern with the entire environment of an institution, to the vocabulary of faculty development and extends the area of faculty development to issues beyond the level of individual institutions.

They go on to mention that the revised model looks at how interventions can impact on process, as well as structure and attitude. The revised model also clarifies approaches to the individual, the group, the institution and the meta-institution.

Another model of professional development that is not linked directly to an institution, such as that described by Bergquist and Phillips, but rather to the learner is the self-directed learning model. Grabowski (1976), in a comprehensive review of the literature on training and inservicing of adult educators, found that the self-directed learning model was used in the United States by many organizations. Grabowski (1976:14) defined self-directed learning in the context of inservice education as:

> structured plan for the systematic removal of certain external controls usually placed on "learners." Self-directed learning consists of a project framework for "learner" selection and evaluation of learning procedures, guidelines for organizing a "learner administered" classroom, and a set of carefully defined teacher behaviours.

Grabowski stated that the self-directed learning model used as a training model involves five components: an experiential component, an analytical component, a theoretical component, a practical component, and a reflective or synthesizing component.

Another self-directed learning model reported by Jones and Lowe (1985) was reported to be highly effective for staff development of adult educators in Fairfax county in the United States. This three-stage self-directed learning model involved collaborative self-evaluation and dialogue in the first stage, development of a personal professional development plan in the second stage, and evaluation of the plan in the third stage. Jones and Lowe concluded that their model was especially applicable to part-time adult educators who had limited formal staff development opportunities.

In 1984, Bowes reviewed the literature on self-directed learning after the results of various needs assessments had shown that adult educators in New Mexico, U.S.A. wanted localized staff development activities undertaken through self-directed learning. Bowes subsequently devised a model for implementation, and Smith and Bowes (1986) reported on the implementation of that model. The model was based on an experiential approach to learning which allows the learners to learn about self-directed learning. The model has essentially three phases: training in self-directed learning, development of learning contracts, and implementation of learning projects. Smith and Bowes (1986) concluded that all the participants who remained throughout the entire project had very positive comments about their learning experiences and were able to express what elements they felt contributed to their own success in this project.

Another model of professional development which is not linked to an institution but relies on the individual learners to organize their own learning, deals with the concept of the Continuing Education Unit (CEU). The CEU was established in 1968 in the United States. One Continuing Education Unit, as described by the Council on the Continuing Education Unit (1979), involves ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. The concept stemmed from what was considered a "significant national need for a uniform unit of measure for non-credit continuing education" (Long, 1978:2). In the United States, the concept of the Continuing Education Unit has raised such issues as appropriate standards, accountability, measurement of credit hours, funding pressures and many others. Long (1978) suggested that the CEU may be an instrumental vehicle to be used in professional development for adult education and many other professions.

Another professional development model which is not linked to an institution or employer but is developed for all adult educators within a region by a government funding body is that of a professional development centre. According to Scott and Hanna (1987), an alternative model for professional development of adult educators can be based on Kentucky's Heartland Adult Education Resource Centre (KHARC). The Centre was established to meet the following objectives:

1. design and disseminate an adult education needs assessment;
2. provide staff development and training for each region of the state;
3. edit, print, and disseminate a newsletter;
4. consult with local program practitioners;
5. organize regional councils composed of representatives from adult education program directors, instructors, paraprofessionals, and others;
6. collect, classify and organize adult education materials for a lending library; and
7. promote literacy efforts.

Scott and Hanna (1987) described the Kentucky Heartland Adult Resource Centre (KHARC) as successfully having served the needs of adult educators in the entire state of Kentucky for the past two years. This centre of professional development is funded by a yearly grant from the Kentucky State Department of Education. KHARC has been instrumental in upgrading skills and expertise of Kentucky's adult educators as well as in providing professionalism, according the Scott and Hanna.

The Centre has been considered successful based on excellent staff whose professional requirements include extensive experience in adult education and skills in organization and administration. The Centre's location has been vital to effective delivery of service, strategically located as the hub of all professional development activities. It is geographically centrally located and is easily accessible for clients. The facility reflects the ideals of adult education with a professional office area that is comfortable and that provides an appropriate place to enhance adult programs. Finally, the support services from both the local funding agency and the State Department of Education have been fundamental to the success of the Centre (Scott and Hanna, 1987).

Another professional development centre described by Belsheim (1986) uses a service orientation model for providing professional development for adult educators. The primary function of the centre is to provide professional development activities for adult education professionals. This includes professionals in the 27 counties of one of the State Office of Education regions.

The centre assists with program development and evaluation in any way that service can be provided to adult education teachers and coordinators in the region. The goal of the centre is to help teachers, particularly part-time teachers, to recognize that what they are doing in adult education is in fact a worthwhile professional activity, and that it is not just a step-child to the rest of education (Belsheim, 1986: 213). The workshop is the learning format used most often in the centre. However, the centre is moving away from being a workshop provider to performing a consulting role.

The parent institution of the centre is a school district with a large adult education program. The centre is provided space and utilities from the parent organization but funds are provided by the State Office of Education. This state funding agency is of predominant influence on this centre. The state funding agency has a commitment to professional development in adult education which facilitates a strong relationship with the centre.

Richardson (1975) viewed staff development through organizational development in a college setting. He proposed a six-stage model for organizational development in which staff development plays an important part.

The first stage looks at theories, innovations and new concepts that the individual pursues through group learning or individual learning experiences. In the second stage, the individual applies the concepts learned in stage one to his/her own college environment. Stage Three deals with the analysis and revision of the administrative structure of the college. Richardson stated that if the college wants to be successful in encouraging the staff to apply new ideas then it must show the staff that it is receptive to these changes. The college can do this by being receptive to changing of structures and processes in the institution to allow staff to develop. In this third stage, stages one and two begin to impact on the institutional environment and require some type of response from the college.

Stage Four deals with the establishment of new goals and priorities for the institution. At this point in the model it would be necessary to devise an organizational structure that is more cohesive with the needs of the staff and of the college administration.

The next stage, Stage Five, deals with goal attainment. Once the institution has identified the direction it's going to take, it must translate this direction into a strategy for action for individual staff members. Each of the staff members must identify his or her own goals and relate them to the larger purpose of the institution.

Finally, in Stage Six, evaluation and feedback take place. An effort is made to assess the changes that have been effective and to maintain them. Also ineffective changes are investigated and alternative solutions are developed. Richardson (1975) stated that the six stages of the model are strongly interrelated and that they require constant maintenance. Richardson's model of professional development requires the cooperation of both staff members and college officials to be successful.

Training Needs for Adult Educators

In this section of the review of the literature, the roles of adult educators and their implications for training needs are discussed. Relevant research is outlined regarding the many and varied practices designed to meet those needs of adult educators.

Roles and Needs of Adult Educators

Boshier (1985:9) developed a model to classify the roles and functions of adult educators. He classified the functions of adult educators using these three variables as:

1. the outcomes engendered by the education they sponsor or work with;
2. the role they occupy in the field (planner or teacher); and
3. the extent to which adult education is their primary secondary professional concern.

Boshier explained that these variables and their interactions profoundly influence processes used and content taught in professional development activities. In Boshier's view, the first and second variables of his model, "outcomes" and "role occupied," have a great impact on the content taught in professional development activities, and the third variable "primacy" has a great impact on the processes used in professional development activities. Boshier felt it was utopian to believe that all adult educators and are able to pursue professional development in all areas of adult education.

In Boshier's model, the first variable entitled adult education outcomes is broken down into specific areas of technical competence (skills), social change (transformation), social responsibility (citizenship), and social integration (acculturation). Boshier (1985:12) stated that these "outcomes arise from broad sets of societal expectations that create a need for adult education." He explained that these "expectations can be operationalized as characteristics adults should possess if they are to be part of and participate in a society that is orderly, productive and attractive to its members" (Ibid). Boshier felt it is the role of the adult educator to help adult learners to acquire these characteristics so that they will be better able to deal with societal expectations.

The second variable entitled roles occupied in the field is broken down into the groups of planners (administrators, programmers, policy makers) and teachers (animateurs, lecturers, counsellors). Boshier felt that adult educators work primarily as planners or teachers. As planners, adult educators form a crucial part of adult education because they plan programs based on the needs of individuals, organizations and communities. Many planners do not work directly in programs; their duties usually involve budgeting, hiring staff, and formulating policy. As teachers, adult educators work in a variety of formal and non-formal settings, according to Boshier, and are engaged in either direct or indirect relationships with the adult learner. Boshier (1985:15) stated that adult educators, in their roles as teachers, have to know how to:

> create instructional objectives, analyze them into learning tasks and employ techniques congruent with the outcomes sought. There is little point in lecturing at people if attitude change is sought. It is pointless to lecture about motor skills or cognitive attitudes. The teacher must know how to involve learners in an active way and (know how to) employ an array of techniques. The teacher must create a climate of equality and reciprocity where learners feel sufficiently confident to reveal their perspectives on and anxieties concerning what is to be learned.

Boshier's third variable, dealing with the primacy of professional concern, is broken down into the groups of primary or secondary concern. He stated that the notion of primacy has a great impact on training processes used in professional development activities. For example:

> a teacher for whom adult education is a primary professional concern, working in settings where technical competence outcomes are sought, should learn about content and should experience training processes in some respects different to those created for a planner or teacher involved in social change (Boshier, 1985:18)

Knox (1979) also described the needs of the field of adult education in terms of professional development through its primary roles and functions. Knox stated that most full-time continuing educators come from various backgrounds and need to be trained in the areas in which they are engaged. Knox believed, for example, that administrators need to be proficient in the areas of administration, program development and research methods. Those in teaching or counselling roles receive less training than do administrators, and are required to be proficient in the knowledge of the subject matter and the process of helping adults learn. The final role, as described by Knox (1979), is that of policy-maker, including board members, government administrators, legislators, leaders of associations and community organizations. These policy-makers need to be proficient in understanding the desirable directions for the agency's development. All three of these roles have professional development needs in generic areas as well as in the areas which are directly affected by their roles and functions (Duke, 1985).

In his most thorough analysis of training needs of adult educators, Knox (1979) suggested that all adult educators would benefit from three broad areas of proficiency: understanding the field of adult education; understanding adult development and learning; and in the affective domain, having personal qualities and effective relationships with others. Knox emphasized proficiencies related to educational goals of adults, adult development and learning, program development procedures, and general agency functioning.

Grabowski (1976) formulated what he described to be the ten most prominent competencies for adult educators discussed in the literature. After extensive study of the area of training and professional development of adult educators, Grabowski (1976:10) concluded that all adult educators should be trained in these areas and possess the following qualities:

1. understand and take into account the motivation and participation patterns of adult learners;
2. understand and provide for the needs of adult learners;
3. be versed in the theory and practice of adult education;
4. know the community and its needs;
5. know how to use various methods and techniques of instruction;
6. possess communication and listening skills;
7. know how to locate and use education materials;
8. have open minds and allow adults to pursue their own interests;
9. continue their own education; and
10. be able to evaluate and appraise a program.

Konrad (1983:20) found that the most pressing professional needs of faculty members in Canadian universities as perceived by coordinators of development activities were:

1. instructional techniques and course development;
2. recognition of effective teaching in reward system;
3. personal and interpersonal skill development;
4. continuing education in discipline area;
5. assessment of educational development needs;

6. funds for educational development;
7. improved research opportunity; and
8. long range career development.

The needs of adult educators in professional development are varied, and these needs seem to be dependent on the roles that the adult educators plays in the environment.

Practices in Professional Development

A wide variety of practices are used in the professional development of adult educators according to Duke (1985). Lectures, handbooks, manuals, correspondence, mass media courses, simulation, microlaboratory work, internships and teaching practice are some of the popular practices in professional development for adult educators. According to Duke (1985), however, discussion and other group work plays an especially prominent part in professional development practices. Because there is a belief in the importance of participation in the field of adult education, Duke felt that professional development practices also emphasized participation for adult educators.

Rockhill (1983:68), who strongly believes in voluntary participation in professional development activities in adult education and who agrees with Duke regarding participation, stated:

> Continuing education for professionals should be developed as a matter of policy but as a voluntary, open learning policy. This would call for voluntary, decentralized learning experiences in a wide variety of settings, maximum learner control, a comprehensive approach to personal as well as professional learning needs, accessibility for all, applicability to individual situations, and participatory planning in designing learning experiences which are wanted and needed by the intended recipients.

In 1978, Centra surveyed all accredited degree-granting institutions in the United States to determine what patterns of development practices were predominate among colleges and universities. The practices that Centra (1978:191) dealt with in his study fell into five general categories:

1. institution-wide practices such as sabbaticals and annual teaching awards;
2. analysis or assessment by students, by colleagues by use of videotape, or by other means;
3. workshops, seminars, or similar presentations;
4. activities that involved media, technology, or course development; and
5. miscellaneous practices.

Centra concluded that a variety of practices exist in faculty development in the United States, but their effectiveness was not yet known.

Konrad (1983) conducted a similar study to that of Centra's to examine the effectiveness of faculty development practices in Canadian universities. He found that many traditional institution-wide practices are widely used for upgrading of all faculty members. He found that sabbatical leaves, travel funds to attend professional conferences, the circulation of newsletters and articles pertinent to professional development were the three most widely used general practices. Konrad (1983:16) concluded that "the extent of use alone is not an adequate measure of the value of a practice." His results showed that of the five practices regarded most effective, two were practices used by fewer than half of the institutions in his study.

Professional development activities are also often pursued through workshops, seminars or similar invitational types of programs (Konrad, 1983). They are often voluntary in nature, and the sessions vary in length. Some examples of workshops that were seen to be effective dealt with instructional techniques, testing, new curriculum approaches, academic advising and management of departmental workshops. Konrad found that media, technology, and course development were also an important part of faculty development.

Konrad (1983) also found that analysis or assessment practices which provide feedback to faculty members may serve as the basis for undertaking professional development activities. Some examples of analysis or assessment practices included systematic grading of instruction by students, informal and formal assessment by colleagues, professional and personal development plans, analysis of in-class video, and classroom visitations.

Several miscellaneous practices found by Konrad (1983) which were not extensively used in Canadian universities included grants for faculty members to develop new approaches to courses, practices that involved personal counselling, and faculty exchange programs. Among the activities rated as most effective professional development were professional growth contracts, systematic self-assessment, and micro-teaching clinics. However, these practices were among the least used in Canadian universities.

Merriam (1985) proposed that several forms of professional development characterize North American society. She perceived professional development occurring through on-the-job experiences in the field, through short term in-service opportunities, and through graduate study.

On-the-job experience, as listed by Merriam (1985) is a major means through which practitioners in adult education become competent or proficient. Because most people enter adult education through the "back door" from some other field, on-the-job experience provides professional development through trial and error, modelling of others, consulting with co-workers and self-directed study.

The second way that professional development occurs in adult education, according to Merriam (1985), is through short term, inservice activities. These activities are used particularly with part-time educators who may seek to achieve job-related or situation-specific professional development goals. Inservice activities are usually sponsored by the employing institution or agency, professional associations, resource centres, colleges and universities and private consultants.

The third way in which professional development can be conducted, according to Merriam (1985), is through graduate degree programs. She stated that most of the students in graduate programs have worked in the field prior to enroling in a graduate program, and that they have previously held full-time employment.

Charters (1978) provided another perspective on the types of professional development practices. He viewed professional development practices from three perspectives: the traditional certificate and/or diploma programs in adult education at colleges and universities; research conducted in adult education; and additional programs and activities for those already engaged in the field. The traditional certificate and/or diploma program seemed best suited for people who enter the field of adult education and want to pursue their professional development by enroling in a graduate program either by full-time or part-time study. Charters stated that graduate programs are important as a recognition of achievement and for the provision of qualifications and status in order for comparison to be made with other fields.

In the second pattern, Charters stated research is done in adult education primarily by professors and graduate students as an important factor in their own professional development. Charters (1978:15) perceived that "effective utilization of research for professional development -- except for researchers themselves -- requires more effective bridging between researchers and educators of adults."

The third pattern listed programs and activities available primarily for those already in the field. Charters stated that these practices vary in terms of purposes, costs, length, and restrictions on participation. Some of these varying types of practices, activities, and resources for professional development in adult education include: conferences, seminars, workshops, internships, staff exchanges, visitations by guest lecturers, leaves of absence, resource centres, information systems, retreats, orientation for new appointees, use of media, leadership roles on committees, publications, peer reviews, counselling, use of accrediting organization as a resource, and testing and profile assessment (Charters, 1978:13-15).

Summary

This chapter presented a review of the literature relating to the professional development needs of adult educators. The review of the literature revealed that professional development has varied rationales depending on the context in which it is provided. The rationale for the need for professional development is influenced by the demanding new job roles, enhancing job performance, and changing jobs.

Staff capabilities are improved by agencies and institutions implementing professional development activities.

Although wide-ranging purposes for professional development were defined in the literature review, several authors agreed that the purposes of professional development are to increase one's competencies, one's awareness and one's attitudes toward different areas of one's life. Much of the literature cites the purposes of professional development to include personal development, instructional improvement, and organizational development.

The literature also showed that there were three main providers of professional development: educational institutions, professional associations, and other agencies such as employers, government departments, and voluntary organizations. Educational institutions primarily provide professional development for those who choose to pursue a degree or university certification. Professional associations usually provide activities such as short training courses, non-credit opportunities and sponsorship of regional training centres for adult educators. Other agencies, such as employers and voluntary organizations, usually provide agency-wide professional development programs that are sponsored by the employer.

The literature described various models of professional development that were used by a variety of providers. Some of the models were comprehensive, while others tended to be more specific and dealt with only one aspect of the development process.

The literature described the various roles that adult educators hold and the links these roles have to the types of professional development needs that the adult educators feel they need. Their roles are often influenced by the type of adult education they provide, the position they occupy in the field of adult education, and by the extent to which adult education is their primary or secondary professional concern.

The literature also described a wide variety of practices in the area of professional development that are presently being used to meet the needs of adult educators. Some of these practices included lectures, internships, teaching practice sessions, self-study through handbooks and manuals, workshops, seminars, activities involving media and technology and sabbaticals. Although the literature reported a variety of professional development practices, it showed little consensus on how effective these practices have been for adult educators.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a description of the research methodology used in this study. The research instrument developed for this study will be described as will the procedures for the pilot study. Data collection will be described by outlining ethical considerations, population and sample, procedures for questionnaire distribution, returns and data analysis.

The Survey Method

The survey method was used in conducting the research for this study. McKay (1979) recommends that the survey method be used when conducting needs assessments in adult education. He points out that the survey method is the best method considering the information needed, the expertise available and the time involved. The number of individuals sampled, the financial resources, and the time limitations of this study were all factors considered before deciding upon this method of collecting the data.

The Research Instrument

The questionnaire was designed for both the purpose of this study and to assist in research being done for a proposed certificate program through the Faculty of Extension, University of Alberta. The questionnaire was developed by using items from other questionnaires and by the ideas generated from these questionnaires (Wroot, 1977; Konrad et al., 1982; Aidoo-Taylor, 1986; and Dashcavich, 1988). The questionnaire (Appendix I) was nine pages in length and consisted of four sections: General Information, Previous Education, Professional Development Needs, and Preferences and Interests.

Section I of the questionnaire provides general factual information about the respondents. Biographical questions were asked regarding age, gender, work focus, length of time employed, length of time involved in adult education, residence, and AACE (Alberta Association of Continuing Education) membership.

Section II of the questionnaire provides information regarding the respondent's previous education. Questions regarding educational preparation for work, and present educational level attained were included in this section.

Section III of the questionnaire was designed to gather data regarding the respondent's professional development needs. Some of the questions in this section provide information about the extent of involvement in various professional development activities and the barriers to involvement. Some questions refer to the respondent's motivation for participating in professional development activities and what circumstances must prevail for the respondents to pursue professional development opportunities. Questions regarding employer involvement, incentives desired and available and need for more professional development opportunities were also included.

Section IV of the questionnaire provides data regarding the respondent's preferences and interests in relation to professional development activities. Questions concentrated on information about skill and subject areas that were of interest to the respondent. Questions that dealt with the manner in which activities would be delivered, when activities would occur, how long each activity would be and where it would occur were also included.

The questionnaire was designed to facilitate the use of a computer for processing of responses. An identification number was specified for identification purposes only; anonymity and confidentiality of respondents were maintained throughout the study.

All four sections of the questionnaire used a number system to indicate the responses to the questions. Response items in the questions were presented in a vertical manner on the left side of the page and numbers ranging from 1 to 30 that corresponded to each response were presented vertically on the right side of the page. Instructions were clearly presented for respondents to circle the number that corresponded to the response chosen.

If additional information was needed to be specified on particular questions, a line for "other" responses was provided. This procedure was used in all sections of the questionnaire.

At the end of Section IV the respondent was invited to provide any general comments or suggestions in written form.

Pilot Testing

The questionnaire was pilot tested with ten individuals that were currently involved in adult education. The individuals were representative of the sample used in this study. Three of the individuals involved in the pilot study were employed by Edmonton Public Schools, Continuing Education as administrator, program planning assistant or a program specialist. Three instructors of Adult Literacy and English as a Second Language employed by the same organization were involved. Two librarians involved in adult education at the University of Alberta participated in the pilot testing, as well as one graduate student in the Adult and Higher Education program at the University of Alberta. One professor of adult education employed through the Faculty of Extension at the University of Alberta was the final participant. All ten questionnaires distributed were returned.

The individuals participating in pilot testing were instructed to indicate any changes they felt should be made to the questionnaire. A response sheet for comments and suggestions for each section of the questionnaire was attached (Appendix II).

As a result of the pilot testing, modifications and revisions were made to the questionnaire as indicated by the participants' responses. Changes made dealt specifically with the format of the questionnaire and with minor alterations to the wording used. The final draft of the questionnaire was nine pages in length, contained 37 questions, and had a total of 142 items (Appendix I).

Data Collection

Data collection for this study was guided by ethical considerations necessary for this type of research, population and sampling procedures, and questionnaire distribution. These and questionnaire returns and treatment of the data are discussed in this section.

Ethical Considerations

The participants in this study were given clear and complete information about the nature, objectives and goals of this research in a letter (Appendix III) included with the questionnaire. The participants were informed of all aspects of the research and were given a description of the researcher's qualifications for doing research in graduate studies, including the researcher's name, address, and phone number in the event that concerns needed to be reported.

No inducements of any kind were made to encourage participation in the research. It was made clear in writing that the participants' involvement in this study was completely voluntary. At any time, the participants were able to contact the researcher and withdraw their involvement in the study.

Confidentiality and anonymity were guaranteed to participants. The names of participants did not appear on the questionnaires. Codes were used to ensure anonymity, and confidentiality of research data was carefully guarded. Only the researcher and the thesis committee had access to raw data.

There were no physical, psychological or other risks to the participants in this study.

Population

The population for this study was determined by two lists, one of which was compiled by the Faculty of Extension, University of Alberta and the other by the Alberta Association for Continuing Education. The first list consisted of the names of 1,892 individuals and organizations engaged in the field of adult education in some capacity in Western Canada in the year 1987. All organizations without a specified contact person and all individuals and organizations outside of Alberta were deleted from this list. The total population determined by this list, therefore, numbered 1,338 and consisted of individuals engaged in the field of adult education in various capacities in the province of Alberta.

The second list used to determine the population of this study, compiled by the Alberta Association for Continuing Education, was a list of members of the organization for the year 1987. The list consisted of a total of 301 members, all of which were Alberta residents.

The combination of both lists of adult educators resulted in a target population of 1,639 for this study. This target population can be described as adult educators that are engaged in the field of adult education in some capacity in Alberta. The individuals in the target population were engaged in the field of adult education in various communities in Alberta, both rural and urban.

Sample

The selection of the sample in this study was based upon a stratified sampling procedure. Selections were made by choosing a random selector from a list of random numbers and then performing a systematic random selection on both lists. A sample of 200 was drawn from the list compiled by the Faculty of Extension, and a sample of 100 was drawn from the list compiled by the Alberta Association of Continuing Education for a total of 300 individuals. Using 300 individuals from the total population of 1639 resulted in an 18 percent sample.

The sample consisted of 300 adult educators in Alberta engaged in various activities in the field of adult education. Their places of residence were distributed among the various areas in Alberta, but approximately 50 percent each lived in major urban centres and rural areas of the province.

Questionnaire Distribution

The distribution and collection of the questionnaires occurred during a two-month period in early 1988. Questionnaires with covering letters were mailed on January 5, 1988 and were asked to be returned by January 18, 1988. The covering letter (Appendix III) was one page in length and introduced participants to the study as well as to the ethical considerations being observed. On February 8, 1988, a follow-up letter (Appendix IV) was distributed, asking those who had not returned questionnaires to do so by February 22, 1988 at the latest. Detailed records were kept of the returns in order to send follow-up packages only to appropriate participants.

Each package contained a questionnaire that was coded for analysis purposes, a covering letter, and a stamped, self-addressed envelope designed to encourage a greater response rate.

Returns of questionnaires were received on a regular basis. In order to attain the highest response rate possible, the final deadline for returns was extended until there was a substantial drop in returns. March 1, 1988 was the final day on which questionnaires were accepted to be included in the study.

Returns

A total of 226 questionnaires were received from 300 that were distributed as outlined in Table 3.1. Of these 226 questionnaires, 203 were usable for data analysis, a response rate of 67.6 percent. The response rate was considered acceptable for this study. The useable returns made up 12.4 percent of the total population.

Table 3.1

Questionnaires Distributed and Returned

(n=203)

Questionnaire	Total	Percentage
Useable	203	67.6
Unuseable	23	7.7
Not returned	74	24.7
	300	100.00

Of the 23 questionnaires returned that were not useable, 14 were returned due to an address change with no forwarding address. Seven questionnaires were returned with notes attached indicating that the respondents did not view themselves as adult educators. One questionnaire was returned with a note indicating that the intended respondent was recently deceased, and one other questionnaire was returned after the final deadline of March 1, 1988.

Treatment of Data

As each questionnaire was received, it was reviewed to determine whether it was usable or not usable. Once determined usable, the researcher reviewed the questionnaires to ensure that the responses were provided in an appropriate manner. This review was designed to ensure clarity for key punch operators for processing the questionnaire responses onto computer files. Questionnaires were then reviewed a second time to summarize the general comments and suggestions provided in written forms. The comments were coded and stored for use while reporting the results of the study.

Upon completion of the questionnaire reviews, the questionnaires were taken to the Division of Educational Research Services where the responses from the questionnaires were entered directly onto computer files. Since this questionnaire served as a research tool for the Faculty of Extension's proposed certificate program as well as for this study, seven variables were omitted from the data analysis for this study. The data were analyzed using appropriate statistical programs for the Social Sciences (SPSS-x).

Summary

For this study, a questionnaire was developed to gather data regarding general information, previous education, professional development needs and preferences and interests of adult educators in Alberta. The sample of 300 was drawn from a total list of 1,639 adult educators. The overall questionnaire response rate was 67.6 percent. The data were analyzed using the SPSS-x system.

CHAPTER IV

DESCRIPTIVE FINDINGS

This chapter provides a description of the respondents and of the findings related to the five research questions of the study which address the main purpose of this research.

Section 1. Description of Respondents

This section describes the respondents in this study. Characteristics of the respondents are outlined, as well as their educational background, in order to establish a clear understanding of those who responded to the questionnaire.

Characteristics

Of all of the questionnaires returned, 203 were useable for analysis. The characteristics of these 203 respondents are described in terms of their age, gender, membership in Alberta Association for Continuing Education (AACE), main focus of work, length of time in present employment, length of time worked in adult education, availability of post-secondary institution, distance to postsecondary centre, and place of residence.

Age. The respondents to the questionnaire ranged from the under 25 age category to the over 60 category as indicated in Table 4.1. The majority of the respondents (97.4%)

Table 4.1

Characteristics of Respondents

Variable and Category	Frequency	Percentage
Age:		
60 & Over	3	1.5
50 - 59	31	15.3
40 - 49	79	39.1
30 - 39	74	36.6
25 - 29	13	6.4
Under 25	2	1.0
Gender:		
Female	116	58.0
Male	84	42.0
Membership in AACE:		
Member	82	40.4
Non-member	121	59.6

however, ranged from the ages of 25 to 59, with the largest group of respondents falling in the age range of 40 to 49 (39.1%). Respondents in the age range of 30 to 39 made up the second largest group (36.6%).

Gender. More females than males responded to the questionnaire as is indicated in Table 4.1. Of those who responded, 58 percent were female and 42 percent were male.

Membership in AACE. The Alberta Association of Continuing Education (AACE) is an organization of adult education practitioners in Alberta. About 40 percent of the respondents were members of this organization, whereas just about 60 percent were not members as shown in Table 4.1.

Main Focus of work. The largest group of respondents worked primarily in the area of administration of adult education (37.4%) as indicated in Table 4.2. Program

Table 4.2

Distribution of Respondents
By Characteristics of Work

Variable and Category	Frequency	Percentage
Main Focus of Work:		
Administration	76	37.4
Program Coordination	53	26.2
Teaching	25	12.4
Training	12	5.9
Counselling	9	4.5
Other	27	13.4
Length of Time With Present Employer:		
13 or more years	36	17.7
10 - 12 years	18	8.9
7 - 9 years	30	14.8
4 - 6 years	41	20.2
1 - 3 years	55	27.1
< than 1 year	23	11.3
Length of Time in Adult Education:		
13 or more years	52	26.1
10 - 12 years	26	13.1
7 - 9 years	33	16.6
4 - 6 years	47	23.6
1 - 3 years	30	15.1
< than 1 year	11	5.5

coordination was performed by 26 percent of the respondents. Another 23 percent of those who responded were involved directly with students in adult education in the combined areas of teaching, training and counselling. The remaining 13 percent of the respondents were involved in other areas of work in adult education excluding teaching, training and counselling.

These other areas of work in adult education varied widely. A large group of respondents indicated involvement in the private sector in areas such as consulting, staff development, staff orientation, financial aid, job placement, management of training, and personnel. The next largest group of respondents in this category indicated that their main focus of work was in the area of community development, where they provided community consultations and liaison activities with community organizations.

Other respondents were involved in technical areas, working in engineering and supervision in power plants. Some respondents worked in the medical field as clinical technicians and therapists, while others worked in the libraries as educational media specialists and library technicians. Several respondents indicated that their main focus of work involved writing in areas such as program development, planning, designing and literature. As well, two respondents in this category indicated that they were involved in law enforcement and investigation. These varied areas of work show the diversity of roles in the field of adult education in Alberta.

In the general comments section of the questionnaire, ten respondents indicated that they did not feel they were adult educators. One respondent's comment is indicative of this belief:

> I am not an adult educator. My job involves a small proportion of seminar training and other presentations with managerial activities as the major thrust . . . I am now working on developing a new career for myself.

It became evident that these respondents indeed were adult educators, even though they did not perceive themselves to be so through their descriptions of their present positions. They described their positions in areas such as administration in a college, staff training, and work in the voluntary sector, all of which can obviously be placed in the field of adult education.

Length of time in present employment. Table 4.2 outlines the length of time respondents worked for their present employer. The length of time worked for the present employer in adult education was quite similar for the combined groups of less than 1 year and 1 to 3 years (38%), and for those who indicated the two groups of 4 to 6 years and 7 to 9 years (35%). The remainder, 27 percent, have worked for their present employer for 10 to 12 years or 13 years or more.

Length of time in adult education. Table 4.2 also outlines the length of time worked in adult education by 7 categories. Respondents with 4 to 6 years and 7 to 9 years of experience in the field totalled 40 percent, while those respondents with 10 to 12 years and 13 or more years experience totalled 39 percent. The remaining respondents who answered this question had worked in adult education for less than 1 year or 1 to 3 years, and totalled 20 percent of the respondents. Since over half of the respondents in the study held administrative or program planning positions, it is not unusual to find that the majority of respondents indicated they had been in adult education for several years or more.

Availability of postsecondary institution. Over three-quarters of the respondents lived in an area with a postsecondary institution (Table 4.3). The remaining 22 percent lived in an area without any postsecondary institution within the community. All urban centres have postsecondary institutions in Alberta, so it can be assumed that 22 percent of the respondents lived in rural areas.

Distance to postsecondary centre. Of those who responded to the question regarding distance of their residence to a postsecondary institution, approximately 76 percent lived either less than 50 km or between 50 and 99 km from a postsecondary centre (Table 4.3). Another 25 percent lived 100 to

149 km, 150 to 199 km, and 200 km or more away from a postsecondary centre. The 158 respondents who did not respond to this question were assumed to live in a centre with a postsecondary institution.

Table 4.3

Distribution of Respondents By Characteristics of Residence

Variable and Category	Frequency	Percentage
Availability of Postsecondary Institution:		
With postsecondary institution	158	77.8
Without postsecondary institution	45	22.2
Distance to Postsecondary Institution:		
200 km or more	3	6.7
150 - 199 km	3	6.7
100 - 149 km	5	11.1
50 - 99 km	20	44.4
< than 50 km	14	31.1
Place of Residence:		
Edmonton	87	42.9
Calgary	23	11.3
Lethbridge	5	2.5
Red Deer	5	2.5
Other	83	40.9

Place of Residence. Table 4.3 also outlines the place of residence of the respondents. Of all 203 respondents, 110 lived in Edmonton or Calgary. Another 10 respondents lived in

Lethbridge or Red Deer, and the remaining 83 lived in other locations within Alberta.

The majority of the respondents (93%) living in locations other than the four major urban centres in Alberta were quite evenly distributed among four regions. Approximately 23 percent lived in each of the north-west, north-east, west-central and east-central regions of the province. The remaining respondents lived in the south-west and south-east regions. This sample clearly was made up of both rural and urban dwelling respondents.

Educational Background

In this section, the educational background of the 203 respondents is described by reporting the highest level of academic attainment and how useful the respondents perceived their previous education has been in preparation for their work. Numbers and types of graduate degrees, undergraduate degrees, diplomas and certificates held by the respondents are also reported.

Highest academic attainment.

The respondents had a variety of educational backgrounds and had achieved different types and levels of academic attainment as shown in Table 4.4. The majority of the sample were well educated individuals, holding at least a university undergraduate degree. The largest group of respondents (32.7%) had received a university degree. Another 30 percent of the respondents had received a university graduate degree. Approximately one-quarter of the respondents had only some university education or technical/ vocational training. The remaining respondents (10.9%) had graduated from grade 12 or had some high school education.

Usefulness of previous education. Table 4.4 portrays the usefulness of the respondents' previous education to their present positions. Approximately two-thirds of the respondents found their previous education to be of moderate to considerable use as preparation for their present positions in

Table 4.4

Distribution of Respondents By
Academic Attainment and Usefulness

Variable and Category	Frequency	Percentage
Highest Academic Attainment:		
University graduate degree	61	30.2
University undergraduate degree	66	32.7
Some university	30	14.9
Technical/vocational training	23	11.4
Grade 12	20	9.9
Some high school	2	1.0
Usefulness of Previous Education:		
Of very great use	38	18.9
Of considerable use	68	33.8
Of moderate use	70	34.8
Of minimal use	22	10.9
Of no use	3	1.5

adult education. Another 19 percent found their education to be of very great use in preparation for their present position, and the remaining 12 percent found it to be of minimal or no use. Clearly, previous education was an important provider of knowledge for on-the-job requirements. Some respondents, however, may have come into their adult education roles from other fields, and their previous education was only indirectly related to their current position. This idea is supported by such comments as:

> I work in a position where the educational background required bears no relationship to the job functions I am providing. For the last four years I have tried to supplement my personal knowledge and strengths with the types of professional development you discuss here, but as you can see, I still find many, many gaps.

Another respondent stated:

> I feel experience, (not previous education) has been helpful in preparing me. I have also benefitted from selected workshops and independent investigation.

This small group of adult educators felt that previous work experience was of value in their preparation for their present positions. This may be especially true for those respondents with very low levels of academic attainment as well.

Graduate degrees. Table 4.5 outlines the distribution of respondents by their educational degrees. More than one response may have been given by the respondents, thereby making it possible for some respondents to indicate having more than one degree, diploma or certificate. A total of 35

Table 4.5

Distribution of Respondents By
Characteristics of Education

Variable and Category	Frequency*	Percentage
Master Degrees:		
Master of Educ. (M.Ed.)	31	15.3
Master of Arts (M.A.)	11	5.4
Other degree	28	13.8
	70	34.5
Undergraduate Degrees:		
Bachelor of Arts (B.A.)	58	28.6
Bachelor of Educ. (B.Ed.)	52	25.6
Bachelor of Science(B.Sc.)	12	5.9
B.Sc. Home Economics	8	3.9
B.Sc. Nursing	7	3.4
B.A. Phys.Ed./Recreation	6	3.0
Bachelor of Social Work	4	2.0
B.Sc. Engineering	3	1.5
Other degree	19	9.3
	169	83.2
Diplomas Held:		
University	35	17.2
College	11	12.3
Technical	15	7.4
Other diplomas	13	6.4
	74	43.3
Certificates Held:		
University	18	8.9
Technical	14	6.9
College	11	5.4
Other certificates	30	14.8
	73	36.0

* More than one response may have been given by respondents.

percent of the respondents reported holding a master's degree. The largest category of master's degrees was Master of Education (15.3%). The second category indicated was Master of Arts at 5 percent and the next largest category was that of "other" (13.3%).

The largest group in the "other" category held master degrees in social work, followed by several that held a Ph.D. in areas such as education and chemistry. Several other respondents held master's degrees in business administration and theology. One each of the remaining respondents held graduate degrees in community development, engineering, public administration, and science. It may be that some respondents pursued a master's degree since entering the field, and this may account for the number of respondents with a master's degree in education, some of which were in adult education. Those holding a master's degree or higher number much fewer than those holding undergraduate degrees.

In the general comments section, seven respondents indicated that they were presently enroled in a graduate program, but they had not completed the program at the time of this study.

Undergraduate degrees. Table 4.5 outlines how the respondents answered when asked about their undergraduate degree. A total of 83 percent of the respondents indicated holding an undergraduate degree. Over one-quarter of the respondents held a Bachelor of Arts degree. Another one-quarter of the respondents held a Bachelor of Education degree. Approximately another quarter of all respondents held degrees in areas such as science, home economics, nursing, physical education, and engineering. Other undergraduate degrees listed by respondents made up 9 percent of the responses. The respondents had undergraduate degrees in a variety of areas such as agriculture, commerce, divinity, fine arts, journalism, law, pharmacy, philosophy, physical education, psychology, and theology. As these findings indicate, it is not uncommon for adult educators to hold a wide variety of undergraduate degrees. There are very few undergraduate degrees in adult education offered at universities in Canada and, as the findings indicate, not one respondent held such a degree.

Diplomas. A total of 43 percent of all the respondents reported holding a diploma. Table 4.5 also outlines the frequency and percentage of diplomas held by the respondents. The largest number of diplomas held were university diplomas (17.2%); the largest number of these university diplomas were professional diplomas after a degree. The next largest group held graduate diplomas in the area of education, and the remainder held university diplomas in areas such as business administration, physiotherapy and psychological counselling.

Of all of the respondents, another 12 percent held college diplomas in areas such as broadcast journalism, business administration, civil engineering technology, conservation, fine arts, general studies, liberal arts, and occupational health nursing.

Another seven percent of the respondents held technical diplomas in a wide variety of areas. The largest number of these diplomas were in the medical field in nursing, dental mechanics and respiratory technology. In addition, some respondents held technical diplomas in the areas of business administration and secretarial arts. A small group held diplomas in photography, instrumentation, tailoring, and pattern drafting.

The remaining six percent of all respondents held other diplomas such as a hospital granted basic school of nursing diploma, a health care management diploma, and a cooperative diploma from an out-of-province institution. This wide variety of diplomas held indicates the diverse background and specializations of adult educators.

Certificates. A total of 36 percent of all the respondents reported holding a certificate. Nine percent of the respondents held university certificates in the areas of local government assessment and taxation, non-degree education, occupational health and safety, outdoor education, personnel administration, and social work.

Another seven percent held technical certificates in a wide variety of areas. The most common technical certificates were in medical areas such as emergency ambulance work, nursing and radiation treatment, followed by certificates in the areas of engineering involving power, steam engines and telecommunications. One respondent held a certificate in interpreting for the deaf, and another held a secretarial arts certificate.

A very small number of respondents, 5 percent, held college certificates in the areas of agriculture and management. The largest category, however, in which the respondents indicated they held certificates was "other" (14.8%). Nine respondents indicated holding permanent teaching certificates from various provinces in Canada. The other certificates held were in very specific fields such as administration, carpentry, crane operation, education technician training, family life education, fireman's training, leadership training, life skills training, marketing, sales, and supervision and management. As with diplomas, this wide variety of certificates shows the diverse educational background of adult educators in Alberta.

Section 2: Findings By Research Questions

This section describes the findings related to the research questions. These questions address the main problem of this study, which was to determine the nature and extent of professional development needs as perceived by educators of adults in Alberta. All data discussed in this section were gathered through the questionnaire and are organized by research question.

Question 1: Participation in Professional Development Activities

One aspect of this study was to identify how the professional development needs of adult educators in Alberta have been met to date. The respondents were asked to indicate to what extent they had participated in a variety of professional development activities over the past two years.

As indicated in Table 4.6, respondents participated most frequently in professional development activities 1 to 3 times during the last two years. Respondents participated most frequently in informal types of activities such as conferences (42.9%), inservice workshops (41.9%), short courses (39.7%), and on-the-job training (28.5%). The least participated in activities were of a more formal nature and included activities such as correspondence courses (11.6%), technical courses (10.1%), college courses (9.6%) and others (2.5%). The findings show that informal activities were more popular as professional development choices than were formal activities.

Informal activities do not lead to any certification or degree, whereas formal activities do. Formal activities tend to be offered by a postsecondary institution, whereas informal activities are not. Of the other activities specified, reading was indicated by five respondents. Another three

Table 4.6

Distribution of Respondents By Participation in Professional Development Activities During the Past Two Years

Activity	Number of Occasions				
	None	1-3	4-6	7-9	10+
Conferences	24.6%	42.9	23.2	5.9	3.4
Inservice workshops	19.2	41.9	21.2	8.9	8.9
Short courses	44.7	39.7	6.5	4.0	2.0
On-the-job training	34.5	28.5	14.0	6.5	16.5
University courses	65.8	21.6	7.5	2.5	2.5
Weekend workshops	75.5	18.0	3.0	2.5	1.0
Correspondence courses	83.3	11.6	3.5	1.0	.5
Technical courses	87.4	10.1	1.5	0.0	1.0
College courses	88.8	9.6	1.0	0.0	.5
Other	93.0	2.5	1.0	1.0	2.5

respondents indicated taking University of Alberta extension courses, and the remainder participated in varied activities such as continuing education courses, government sponsored courses, corporate training courses, teleconference seminars, volunteer training in counselling sessions, sabbaticals and networking activities.

Question Two: Areas of Need for Professional Development

Another important aspect of this study was to identify in what areas adult educators felt that professional development was needed. Respondents were asked to choose subjects and skill areas in which they would prefer professional development. From the areas indicated, respondents were asked to identify five with the most importance to them, and to list any other areas which they felt should be addressed through professional development.

Need areas. Respondents chose from thirty subjects and skill areas to indicate their preferences of professional development topics. The choices of the respondents are presented by rank order in Table 4.7. Program planning was most frequently selected (54.7%), followed by program evaluation techniques (52.2%), and then needs assessment techniques (48.3). Those least often selected included philosophy and practice (21.7%), sociology of adult education (18.7%), and history of Canadian adult education (5.9%). The findings show that courses directly related to a work situation were most frequently chosen. The least often selected were those that were less directly applied to a work situation and more academic in nature.

Most preferred topics. Table 4.8 lists the five topics which respondents felt were of most value to them. The topic most frequently chosen was program planning, with approximately 35 percent of all respondents making this choice. Program evaluation techniques (27.7%), needs assessment techniques (26.7%), and using computers effectively (23.0%) were selected as second, third and fourth most preferred topics of professional development. The fifth most preferred topic showed

Table 4.7

Distribution of Respondents by Preferences for Topics for Professional Development

Preferred Topic	Frequency	Percentage
Program planning	111	54.7
Program evaluation techniques	106	52.2
Needs assessment techniques	98	48.3
Using computers effectively	93	45.8
Leadership skills	89	43.8
Futures in adult education	87	42.9
Group dynamics	82	40.4
Process of change in adult education	81	39.9
Instructional/delivery alternatives	81	39.9
Adults student as learner	79	38.9
Psychology of the adult learner	79	38.9
Instructional evaluation techniques	77	37.9
Organizational development	77	37.9
Community development	73	35.5
Advertising techniques	72	35.5
Systematic instructional design	70	34.5
Using volunteers effectively	70	34.5
Public relations	68	33.5
Instructor training	66	32.5
Instructional techniques	65	32.0
Administrative processes/procedures	65	32.0
Principles of adult education	63	31.0
Personnel administration	59	29.1
Management use and styles	59	29.1
Brochure and pamphlet/graphic design	55	27.1
Conducting effective meetings	53	26.1
Brokering in adult education	50	24.6
Philosophy and practice of adult education	44	21.7
Sociology of adult education	38	18.7
History of Canadian adult education	12	5.9

a tied response for leadership skills (22.0%) and instructional/delivery alternatives (22.0%). These most preferred topics reflect consistently the areas chosen on a previous question from a list of 30 selection. This suggests that adult educators know what they are looking for and are not distracted by numerous other courses that may be made available.

Table 4.8

Distribution of Respondents by
Most Preferred Topics of Professional Development

Preferred Topics	Frequency	Percentage
Program planning	68	35.6
Program evaluation techniques	53	27.7
Needs assessment techniques	51	26.7
Using computers effectively	44	23.0
Instructional/delivery alternatives	42	22.0
Leadership skills	42	22.0

Respondents were asked what other subjects or skills areas should be addressed through professional development. Only 56 responded to this question. The two largest categories of response, containing 16 and 15 responses, respectively, dealt with instructional methods and leadership issues which were two of the most preferred topics shown in Table 4.8. Another ten responses indicated a desire for activities in the area of personal development. The remaining categories of economics, marketing, women's studies, and voluntarism all had four or fewer responses in them. Several respondents also commented that the list given to choose from in the questionnaire was quite complete.

From the general comments section of the questionnaire, several respondents indicated an interest in professional development activities which focused on how adult learning concepts may be used with young adults. Several others mentioned that adult education professional development activities should offer more flexibility to accommodate various options and sub-groups within adult education.

Question 3: Barriers to Professional Development Involvement

Respondents were asked to identify what reasons have made it difficult for them to participate in professional development activities in the past, and what reasons might prevent them from participating in the future. From a list of twenty possible barriers to participating in professional development activities, each respondent selected one to three items. The barriers listed in Table 4.9 have been ranked ordered by frequency of response.

The barrier most frequently identified by 44 percent of the respondents was "not enough time" to participate in professional development activities, a personal barrier. With home, work, and community responsibilities, respondents may feel that they must spend their time on priorities other than

Table 4.9

Distribution of Respondents by Barriers to Participating In Professional Development Activities

Barrier	Frequency*	Percentage
Not enough time	90	44.3
Job responsibilities	87	42.9
Content not relevant to my needs	79	38.9
Offered at wrong time	55	27.1
Cost (books, registration)	46	22.7
Not offered in right location	44	21.7
Home responsibilities	34	16.7
Too much time required to complete	25	12.3
Responsibilities for children	24	11.8
Won't lead to promotion	14	6.9
Not likely to hear of opportunities	12	5.9
Not enough information about activity	12	5.9
Too tired; not enough energy	11	5.4
Do not meet enrolment requirements	9	4.4
Employer does not encourage me to participate in activities	9	4.4
Strict attendance requirements	8	3.9
Transportation difficulties	7	3.4
Do not enjoy studying	7	3.4
Opposition from spouse	1	.5
Afraid I may fail	0	0.0
Other barriers	11	5.4

*More than one response may have been chosen.

professional development. "Job responsibilities," which can be described as a professional barrier, was selected by 43 percent of respondents. "Content not relevant to my needs" was selected by 39 percent, and it can be described as an instructional barrier. Of all twenty barriers listed, no respondents selected "afraid I may fail."

Several other barriers were listed by 5.4 percent of the respondents under "other barriers" as interfering with their ability to participate in professional development activities. The barrier listed by several respondents indicated that money was an issue for them not because of the cost of activities but because of government budget cuts, the need to take a leave of absence and lose salary in order to participate in professional development activities, and having too many other priorities for their money. Other barriers listed included the distance to the activities, inconvenient delivery methods for the activities, conflict with other degree-granting activities already engaged in, lack of trust in the type of training methods used, indecision about professional development opportunities, and not receiving university credit for professional development activities.

Respondents listed other barriers to their involvement in professional development through their general comments. Six respondents commented on their geographical location and the distance from postsecondary institutions. One commented on the distance to available professional development activities as described in this comment:

> Distance is usually a factor when a course is offered at the workplace, especially if it is daily. I can usually get away for short seminars but if they are only offered once a year, then I may not be able to fit it in. Short seminars should be offered several times a year so a working person can pick out one that fits his/her schedule.

Another stated:

> Why not use teleconferencing, telewriters as distance is a major problem when living in the north.

Other barriers mentioned were lack of self-discipline, family commitments, and the lack of previous formal education.

Question 4: Motivation for Participation in Professional Development

A fourth question investigated what motivates adult educators in Alberta to participate in professional development activities. Respondents were asked about their level of need for more professional development opportunities, their reasons for participation, what incentives should be provided to encourage participation, who should provide these incentives, and how participation may help the achievement of their career goals.

Level of need. Table 4.10 indicates the respondents' level of need for more professional development opportunities, using a scale ranging from very low to very high. Approximately 60 percent of respondents felt that their need was moderate. Another 24 percent felt their need for professional

Table 4.10

Distribution of Respondents By Level of Need
for Professional Development Opportunities

Level of Need	Frequency	Percentage
Very high	15	7.5
High	34	16.9
Moderate	120	59.7
Low	25	12.4
Very low	7	3.5

development was high or very high, and about 16 percent felt their need was low or very low.

In the general comments section, only three respondents commented on their need for professional development being low. As one respondent stated:

> I already have more education and experience than my position and salary warrants. I do have some personal goals of getting a master's in counselling or adult education, but at $900 a month I can't see my current employer paying remuneration.

This position, however, was reflective of only a small number of adult educators. The majority of respondents (84.1%) indicated a moderate, high or very high level of need for professional development.

Reasons for participation. Table 4.11 shows the reasons why respondents would participate in professional development opportunities. A large number of respondents (82.3%)

Table 4.11

Distribution of Respondents by Reasons for Participation in Professional Development Opportunities

Reasons	Frequency*	Percentage
Increase job effectiveness	167	82.3
Satisfy personal need	151	74.4
Lead to career advancement	93	45.8
Lead to a university degree	40	19.7
Develop better self-image	29	14.3
Lead to certificate or diploma	23	11.3
Provide a pay increase	17	8.4
Improve status in community	11	5.4
Other	6	3.0

*More than one response may have been chosen.

indicated that they participated in professional development opportunities to increase their job effectiveness, and approximately three-quarters indicated their reason was to satisfy personal need (74.4%). These findings show that adult educators participate in professional development activities for intrinsically motivated reasons. It is interesting to note that extrinsically motivated reasons, such as obtaining a pay increase, were chosen by only 8 percent, and about 5 percent chose the reason of improving status in community. Another three percent of the respondents listed varied other reasons for wanting to participate in professional development opportunities.

Incentives to encourage participation. Table 4.12 outlines incentives to encourage participation in professional development opportunities. All incentives listed were tangible in nature, specifically dealing with finances. Respondents chose payment of their fees most frequently (70%). The second most popular incentive was educational leave with pay (65%), followed by accommodation expenses (49.8%), travelling expenses (48.3%), pay increase upon completion (26.6), and other incentives (7.9). Other incentives listed by respondents were numerous, but fell into several distinct categories. The most frequent comments stated that no incentives should be provided, but that the barriers should be broken down instead. The next largest group listed financial considerations not concerning payment of fees but concerning

Table 4.12

Distribution of Respondents by
Incentives to Encourage Participation
in Professional Development Opportunities

Incentive	Frequency*	Percentage
Payment of your fees	142	70.0
Educational leave with pay	132	65.0
Accommodation expenses	101	49.8
Travelling expenses	98	48.3
Pay increase upon completion	54	26.6
Other	16	7.9

*More than one response may have been given by respondents.

tax implications of their participation in professional development activities. One respondent mentioned that the sharing of fees would be appropriate.

Another group of respondents listed providing child care or paying for child care expenses as a possible incentive. Others agreed that incentives should be linked to economic, organizational and social realities. Several respondents felt that providing these professional development activities in a more preferable location would be a good incentive for participating, and finally one respondent felt that a guarantee of a job upon his/her return from participating in professional development would be an incentive as well.

Providers of incentives. Table 4.13 gives a detailed outline of the responses to the question of who should provide incentives for encouraging participation in professional development opportunities. Eighty-one percent of the respondents indicated that the employer should provide incentives for participation. This may have been the most popular response since professional development often benefits the employer as well as the employee. Another nine percent felt that government agencies should provide incentives, and four percent indicated that educational institutions should provide incentives.

Table 4.13

Distribution of Respondents By Providers of Incentives

Providers	Frequency	Percentage
Employer	161	80.5
Government agency	17	8.5
Educational institution	7	3.5
Other	15	7.5

Approximately eight percent of the respondents felt that there were other providers of incentives. These responses suggested that perhaps there could be some shared responsibility for providing incentives.

In the general comments section, one respondent stated the view of the majority of respondents:

> Adult educators are usually committed persons who would be prepared to participate in in-service professional activities provided they were given support from both employers and educational institutions. I do hope that this survey helps to bring about such support.

This overwhelming indication of need for the provision of incentives from employers may show a strong desire, on the part of the adult educators, to have the employers understand the benefits of continuing professional development and encourage their employees to participate by providing incentives.

Achievement of career goals. Table 4.14 outlines the responses to the question of whether participating in professional development activities would be a definite help in achieving their career goals. The majority of respondents, 88 percent, indicated that participating in professional development activities would help them in achieving their career goals. About 13 percent did not agree. These findings clearly show that adult educators perceive a direct link between participation in professional development and career development and/or enhancement.

Table 4.14

Distribution of Respondents By
Achievement of Career Goals

Career Goals	Frequency	Percentage
Yes, I do	175	87.5
No, I do not	25	12.5

Question 5: Meeting Professional Development Needs

The fifth question investigated in this research was how to meet the professional development needs of adult educators. Respondents were asked questions regarding to what level of activity they would commit themselves, what type of activity they preferred, when they would participate, how frequently they would participate, and at what times they would prefer to participate. Respondents were also asked to indicate their interest in participating in a certificate program offered by a university.

Level of activity. Table 4.15 shows the responses to the question of what activity the respondents would commit themselves to if all the circumstances were right. The most frequent response was graduate degree program (37.5%), followed by non-credit workshop/course (34.5%). Interestingly, both a very formal graduate degree program and a very informal non-credit workshop/course were chosen as the two most popular responses. These responses reflect a bi-modal perspective on the need for credentials for participation in professional development. Another 14 percent of the respondents would commit themselves to a certificate program, while ten percent were interested in an undergraduate degree

Table 4.15

Distribution of Respondents By
Level of Activity

Level of Activity	Frequency	Percentage
Graduate degree program	75	37.5
Non-credit workshop course	69	34.5
Certificate program	27	13.5
Undergraduate degree program	20	10.0
Diploma program	9	4.5

program. The remaining five percent chose the diploma program.

One respondent commented on the reason for taking credit courses in the general comments section.

> I have chosen to discontinue taking extension courses (all non-credit courses) in favour of credit courses as my employer and most others are only interested in degrees. I now only take credit courses. Lack of government staff development dollars prohibits me from taking courses other than toward a degree.

This comment may explain why there seems to be more interest in engaging in activities that lead to formal recognition such as the graduate degree program, undergraduate degree program, certificate program, and diploma program (65.5%) over the informal activities such as the non-credit workshop course (34.5%).

Type of activity. Table 4.16 outlines by frequency and percentage, the responses given to the question regarding what types of activities interest respondents. Respondents were asked to select no more than three activities that interested them. The responses ranged from weekend workshops to college or university programs to radio courses. Over half (53.2%) of all respondents selected weekend workshop/seminar as the activity of most interest to them. This suggests that adult educators prefer short professional development activities. Approximately 35 percent selected each of credit course, non-credit course and college or university program. About 20

Table 4.16

Distribution of Respondents by Type of Activity

Type of Activity	Frequency*	Percentage
Weekend workshop/seminar	108	53.2
Credit course	75	36.9
Non-credit course	67	33.0
College or university program	65	32.0
Teleconferencing	44	21.7
Certificate program	41	20.2
Correspondence course	35	17.2
Satellite interactive media	24	11.8
Radio or television course	23	11.3
Other activity	8	3.9

*More than one response may have been chosen by respondents.

percent preferred each of teleconferencing, certificate program and correspondence course, and about another twelve percent preferred either satellite/interactive media or a radio or television course. The remaining four percent selected other types of activities.

Among these other activities were five respondents who preferred workshops or seminars during weekdays. Three respondents felt that opportunities to talk to people through networking and conferences was preferred and, finally, individual comments were made regarding reading privately as an activity and providing professional development opportunities at the work site.

In the general comments section, several respondents mentioned, again, that networking and attending conferences were popular professional development activities. One respondent suggested that an exchange with administrators in another country may be a viable option for professional development.

Term of activity. Table 4.17 shows the distribution of responses to when respondents would participate in professional development activities during each of the four seasons. The strongest preferences were for the winter (79.2%) and fall (78.1%) terms of the traditional school year. Another 66 percent would participate in spring term, and 38 percent would participate in the summer.

Table 4.17

Distribution of Respondents by
Term of Activity

Term of Activity	Frequency*	Percentage
Winter (Jan. - Apr.)	160	79.2
Fall (Sept. - Dec.)	157	78.1
Spring (May - June)	133	65.8
Summer (July - Aug.)	77	38.1

*More than one response may have been chosen by respondents.

Frequency of activity. Respondents were asked how often they would participate in professional development activities

(Table 4.18). Almost half, 46 percent, of the respondents were prepared to participate once a week. Twenty-two percent would not participate regularly, while another seventeen percent would participate once a month. Of the remaining respondents, twelve percent stated they would participate twice a week, and four percent daily. This indicates that frequent participation is preferred with sixty-two percent of the respondents preferring to participate on a weekly, bi-weekly or daily basis.

Table 4.18

Distribution of Respondents By Frequency of Activity

Frequency of Activity	Frequency	Percentage
Once a week	90	45.7
Not regularly	42	21.3
Once a month	33	16.8
Twice a week	24	12.2
Daily	8	4.1

Time of activity. Table 4.19 outlines responses to the question of time of activity. Respondents were asked to indicate whether they would prefer to participate at specific times of the week and of the day. Respondents indicated that they preferred to participate in professional development activities during the weekdays (80.0%). However, a very high response rate was indicated for both evenings (65.3%) and weekends (55.9%).

Table 4.19

Distribution of Respondents by Time of Activity

Time of Activity	Frequency*	Percentage
Weekdays	156	80.0
Evening (7-10 pm)	126	65.3
Weekends	109	55.9
Mornings (9-12 am)	108	55.1
Afternoon (1-4 pm)	104	53.3
Late afternoon (4-6 pm)	83	42.6
Early mornings (6-9 am)	47	24.4

*More than one response may have been chosen by respondents.

It seems that all days of the week are appropriate times for participation, with evenings being the most preferred time of day to participate in professional development activities. Other times of the day for participation were also frequently chosen, with mornings (55.1%) and afternoons (53.3%) each indicated by over half of the respondents. Although late afternoon (42.6%) and early mornings (24.4%) were the least frequently chosen, they do represent a substantial portion of the respondents. It may be that professional development activities, in order to meet the needs of a variety of adult educators, need to be scheduled throughout the week at various times of the day. This wide scope of preferences may be due to the variety of roles, positions and schedules held by adult educators.

University certificate program. Table 4.20 indicates whether respondents were interested in enroling in a certificate program in adult education if it were offered by a university.

Table 4.20

Distribution of Respondents By
University Certificate Program

University Certificate Program	Frequency	Percentage
Yes	117	60.3
No	77	39.7

Sixty percent of the respondents indicated interest in a university certificate program, while forty percent did not. These findings suggest a definite interest in a university certificate program in adult education in Alberta.

Numerous positive comments were offered regarding a university certificate program. One respondent's statement seemed indicative of many of the comments:

> A certificate program in adult education is a great idea! Our problem here is how to access that type of program considering our location.

Another respondent added:

> Due the nature of my responsibilities, it is impossible to devote large blocks of time to professional development, although, I would be very interested in a graduate or certificate program in adult education. A part-time program would be very attractive to me.

Several of the respondents indicated the importance of flexibility in the program, the desirability of a distance education component, and some transferability of credits from the certificate program to other university programs. Several respondents also suggested that the certificate program should be recognized by employers.

Summary

This chapter provided a description of the respondents and reported their responses to the research questions of the study. Based upon these data, a "typical" adult educator in Alberta is probably female, in her late 30s or early 40s, and not a member of Alberta Association for Continuing Education (AACE). Her main focus of work is in administration. She has been working for her present employer for one to three years, and she has been in the field of adult education for thirteen or more years.

The adult educator in this study works in an area with a postsecondary institution (probably Edmonton) and, if not, she does not have to travel any more than about 100 km to get to a postsecondary institution. She has at least a university undergraduate degree and perhaps a graduate degree. She feels that her previous education was of moderate or greater use in her present position. Her undergraduate degree was probably a B.A. or perhaps a B.Ed., and her graduate degree was probably an M.Ed. She also may hold a university diploma or certificate.

Notwithstanding this profile, the findings suggest that adult educators are drawn from a wide variety of backgrounds, include both genders, live in both urban and rural settings, and perform a variety of activities in the field of adult education. Specifically, adult educators attended one to three professional development activities within the last two years. These activities were probably a conference, some kind of inservice workshop, perhaps a short course and maybe even some on-the-job training. When engaging in professional development activities, adult educators would prefer to participate in these five most popular areas of program planning, program evaluation techniques, needs assessment techniques, using computers effectively, and leadership skills.

The biggest barriers to participation in professional development activities were lack of time, job responsibilities, feeling that the content of the activities was not relevant to needs, that the activities were often at the wrong time, and that the cost of the books and registration were too high.

In considering the motivation for participating in professional development activities, the level of need for professional development was moderate or higher. She would probably participate in professional development activities to increase her job effectiveness or to satisfy her personal needs. The strongest incentives for participation in professional development activities include payment of fees or perhaps paid educational leave. It was felt that the employer should provide these incentives. The adult educator in this study strongly felt that participation in professional development would help her to achieve her career goals.

When describing how her professional development needs should be met, she felt she would participate in professional development activities within a formal program, preferably at the graduate level. The most preferred type of activity would be a workshop format, and she would like to participate in these activities in the fall or winter terms, at least once a week. She would prefer to participate in the evenings during weekdays. This adult educator would participate in a university certificate program in adult education if available.

CHAPTER V

STATISTICAL ANALYSES OF FINDINGS

This chapter provides the results of the statistical analyses of findings. All data discussed in this chapter were gathered through the questionnaire.

FINDINGS BY RESEARCH QUESTIONS

The analysis of findings are reported by the research questions as described in chapter one. The findings on each of the research questions were analyzed by independent variables. Statistically significant findings are reported in tabular form.

Question 1: Participation in Professional Development Activities

The respondents' participation in professional development activities were analyzed by independent variables. There were no significant differences when the data were analyzed by age, gender, residence in city with postsecondary institution, membership in AACE, and usefulness of previous education. Some significant differences were found when the data were analyzed by main focus of work, length of time in adult education, and highest academic attainment.

Participation by main focus of work. Respondents' participation in professional development activities during the past two years showed significant findings on only four items related to main focus of work (Table 5.1). Respondents in administrative positions (2.36) participated in conferences more than did those in teaching positions (1.78).

Table 5.1

Comparison of Mean Rating of Participation by Independent Variables

Participation by Main Focus of Work	Administration	Teaching	Other	P
Conferences	2.36	1.78	2.11	.01
University courses	1.53	1.46	2.33	.05

Participation by Length of Time in Adult Education	1-3 years or less	4-9 years	10 or more years	P
Conferences	1.95	2.18	2.42	.05
Correspondence courses	1.15	1.38	1.14	.05

Participation by highest academic achievement	Grade 12 or less	Technical training/ some university	Under-graduate degree	Graduate degree	P
Correspondence courses	1.14	1.47	1.22	1.10	.01
Technical courses	1.43	1.27	1.06	1.12	.05

This may be due to the fact that often administrators represent their organizations at regional and national conferences so that they may bring new ideas back to their organizations.

Respondents in work other than administration and teaching, such as counselling (2.33), participated more in university courses than did either administrators (1.53) or teachers (1.46). Respondents in positions other than teaching and administration may want more academic training since their positions are often highly specialized and require continuous upgrading of new information in the area.

Participation by length of time in adult education. When response frequencies on participation in conferences were tested by length of time in adult education (Table 5.1), a difference was evident between those who had been in adult education for ten years or more (2.42) and those who had been in the field for one to three years or less (1.95). Respondents in the field for more years may be in higher level positions of authority and therefore may be representing their organizations at outside events such as conferences. Also, those respondents with four to nine years experience (1.38) participated more in correspondence courses than did those with ten or more years (1.14) of experience in the field. This may be due to the fact that those with ten or more years of experience may feel they have achieved most of their educational goals.

Participation by highest academic attainment. Table 5.1 shows that respondents with technical training or some university achievement (1.47) reported that they engaged in correspondence courses at a higher rate than did those with a graduate degree (1.10). Also, respondents with a grade 12 or less education (1.43) participated in technical courses much more frequently than did those with undergraduate degrees (1.06). It appears that respondents with lower levels of education perceived a greater need for further training.

Question 2: Areas of Need for Professional Development

Frequencies were compared using cross-tabulations by independent variables regarding professional development needs of the respondents. All findings analyzed by independent variables showed some statistically significant differences except for those analyzed by usefulness of previous education.

Areas of need by age. When professional development need areas were examined by age, younger respondents expressed a greater need than did older respondents in five areas as indicated in Table 5.2. Younger respondents may have expressed a higher level of need because the content deals more directly with areas that are relevant to their jobs including instructional concerns and areas that may affect their jobs in the future.

Table 5.2

Professional Development Need Areas by Age
(Percentages)

Areas of Need	39 or younger	40 or older	X^2	P
Instructor training	56.9	43.1	6.43	.05
Instructional evaluation techniques	55.8	44.2	7.01	.01
Community development	55.6	44.4	6.00	.05
Using volunteers effectively	55.1	44.9	5.16	.05
Futures in adult education	52.9	47.1	4.82	.05

Areas of need by gender. Dramatic differences were indicated between male and female respondents in this study as indicated on Table 5.3. There was a difference between the

Table 5.3

Professional Development Need Areas by Gender
(Percentages)

Areas of Need	Female	Male	X^2	P
Brochure graphic design	85.5	14.5	23.47	.01
Advertising techniques	77.5	22.5	17.12	.01
Using volunteers effectively	77.1	22.9	16.20	.01
Public relations	75.0	25.0	12.22	.01
Philosophy and practice	72.1	27.9	4.47	.05
Instructor training	70.8	29.2	6.45	.05
Group dynamics	70.7	29.3	9.45	.01
Futures in adult education	69.4	30.6	7.90	.01
Community development	67.6	32.4	4.17	.05

needs of female and male adult educators in nine of thirty areas of professional development. Female adult educator chose professional development areas which dealt with management related skills and various topics in the field of adult education ranging from philosophy to future issues more frequently than did males.

Areas of need by main focus of work. When indicating a need for professional development in specific areas, those respondents working in administration overwhelming chose seven areas more frequently than did respondents in teaching and other areas of adult education as indicated on Table 5.4.

Table 5.4

Professional Development Need Areas by
Main Focus of Work
(Percentages)

Areas of Need	Admin.	Teaching	Other	X^2	P
Brokering in adult education	95.7	2.2	2.2	15.76	.01
Administrative processes/procedures	88.5	6.6	4.9	12.22	.01
Advertising techniques	88.5	9.8	1.6	10.68	.01
Using volunteers effectively	87.1	8.1	4.8	10.12	.01
Organizational development	84.8	12.1	3.0	6.78	.05
Community development	82.8	9.4	7.8	9.14	.01
Futures in adult education	82.7	12.0	5.3	6.63	.05

Administrators overwhelmingly chose subject areas that did not involve instruction, but that focused on various organizational issues and administrative processes. They may have chosen these areas because they relate so closely to the type of work they perform.

Areas of need by length of time in adult education. As indicated in Table 5.5, respondents with four to nine years of experience in adult education identified the need areas of using volunteers effectively (42.0%) and public relations (45.5%) more frequently than did the other two groups of adult educators. This may be due to the possibility of these adult educators moving into leadership positions after several years of experience in the field.

Table 5.5

Professional Development Need Areas by Length of Time in Adult Education (Percentages)

Areas of Need	3 years or less	4-9 years	10 years or more	X^2	P
Public relations	28.8	45.5	25.8	8.44	.05
Using volunteers effectively	29.0	42.0	29.0	6.50	.05

Areas of need by residence in city with postsecondary institution. Residence in city with postsecondary institution, when cross-tabulated with need areas, resulted in significant chi-square values in only three areas as shown in Table 5.6. These differences may simply be due to the fact that only the most urban centres in Alberta have postsecondary institutions. The inherent difference between rural and urban settings may provide an explanation for the three subject areas of most need chosen by these adult educators.

Table 5.6

Professional Development Need Areas by
Residence in City with Postsecondary Institution
(Percentages)

Areas of Need	Residence with P.S. institution	Residence without P.S. institution	X^2	P
Systematic instructional design	90.0	10.0	9.17	.01
Using volunteers effectively	65.7	34.3	9.09	.01
Brochure graphic design	61.8	38.2	11.21	.01

Areas of need by membership in AACE. A higher level of needs was reported by respondents who were members of AACE than by those who were not as outlined in Table 5.7. In ten need areas, respondents who were AACE members selected the area much more frequently than did non-members. Several of

Table 5.7

Professional Development Need Areas by Membership in AACE (Percentages)

Areas of Need	Member	Non-Member	X^2	P
History of Canadian adult education	91.7	8.3	13.92	.01
Brokering in adult education	62.0	38.0	12.86	.01
Brochure graphic design	61.8	38.2	14.38	.01
Advertising techniques	59.7	40.3	17.31	.01
Administrative processes/procedures	55.4	44.6	8.92	.01
Futures in adult education	55.2	44.8	13.81	.01
Community development	54.8	45.2	9.82	.01
Using volunteers effectively	54.3	45.7	8.56	.01
Personnel administration	54.2	45.8	6.62	.05
Public Relations	51.5	48.5	5.21	.05
Systematic instructional design	28.6	71.4	6.20	.05

these need areas related to administrative duties in adult education, including business procedures. Another group of these areas dealt with adult education issues such as its history, brokering, community development and future. These areas may be interesting to administrators as well, especially to those who are involved in the future planning of the field. Non-members of AACE selected the area of systematic instructional design much more frequently than did members of AACE. This again may be due to the fact that members of AACE are interested in these courses because they are mostly administrators, while non-members are mostly involved in instructional matters.

Areas of need by highest academic attainment. Table 5.8 indicates the significant chi-square results by various levels of academic attainment. Respondents with technical school or some university and those with undergraduate degrees more frequently chose four need areas than did those with only a grade 12 or less education and those with graduate degrees.

Table 5.8

Professional Development Need Areas by Highest Academic Attainment (Percentages)

Areas of Need	Grade 12 or less	Technical school or some university	Under-grad degree	Grad-uate degree	X^2	P
Instructional /delivery alternatives	5.0	30.0	40.0	25.0	8.30	.05
Community development	6.8	35.6	39.7	17.8	13.10	.01
Using volunteers effectively	14.3	32.9	35.7	17.1	9.27	.05
Personnel admin.	15.3	33.9	33.9	16.9	8.20	.05

Question 3: Barriers to Professional Development Involvement.

Respondents were asked to identify the barriers to professional development involvement. When cross-tabulations were conducted on the barriers to participation, some differences were observed by all independent variables.

Barriers by age. Age, when cross-tabulated with barriers to participation, resulted in only three significant chi-square values as outlined in Table 5.9. Respondents 39 years old or younger indicated that responsibility for children (66.7%) and the cost of books and registration (60.9%) were greater barriers for them than for those 40 years old or older. However, those 40 years old or older felt that the content of some of the professional development activities was not relevant to their needs (71.8%). These findings may be explained by the fact that respondents 39 years old or younger may still have children at home and encounter the financial burden of raising a family. On the other hand, respondents 40

Table 5.9

Barriers to Participation by Age
(Percentages)

Barriers	39 or younger	40 or older	X^2	P
Responsibility for children	66.7	33.3	5.65	.05
Cost of books and registration	60.9	39.1	6.83	.01
Content not relevant to needs	28.2	71.8	12.96	.01

years old may be more selective in terms of the types of content areas they pursue in professional development activities.

Barriers by gender. Significant differences were indicated by gender on three items when cross-tabulations were done with barriers to participation (Table 5.10). Females overwhelming identified home responsibilities and responsibilities for children more frequently than did males. This may be due to the fact that society still places the primary burden of home and child raising with females. On the other hand, content of professional development activities not being relevant to their needs was identified slightly more frequently by males than females. Perhaps males feel more freedom and control over the activities they chose and, consequently, they may be less satisfied with those available.

Table 5.10

Barriers to Participation by Gender (Percentages)

Barriers	Female	Male	X^2	P
Responsibilities for children	79.2	20.8	5.02	.05
Home responsibilities	76.5	23.5	5.74	.05
Content not relevant to needs	46.8	53.2	6.50	.05

Barriers by main focus of work. As shown in Table 5.11, significant differences were found among respondents holding administrative positions, teaching positions, or other positions in relation to two barriers to participate in professional development activities. Those in teaching positions (55.6%) and administration (44.4%) felt that they were not likely to hear of opportunities and did not have enough information about the professional development activities than did those respondents from other positions in adult education such as counselling. It appears that administrators are more in touch with professional development activities in the community than are teachers in adult education.

Table 5.11

Barriers to Participation by Main Focus of Work
(Percentages)

Barrier	Administration	Teaching	Other	X^2	P
Not likely to hear of opportunities	44.4	55.6	0.0	6.90	.05
Not enough information about activity	45.5	54.5	0.0	8.07	.05

Barriers by length of time in adult education. Length of time in adult education, when cross-tabulated with barriers to participation, resulted in two significant findings as indicated on Table 5.12. Those respondents with three years or less experience and four to nine years' experience reported home responsibilities and responsibilities for children significantly more often as barriers to their participation than did those with ten or more years' experience. Respondents with less experience were probably younger than those with more experience and were more likely to have younger children at home.

Table 5.12

Barriers to Participation by Length
of Time in Adult Education
(Percentages)

Barriers	3 years or less	4-9 years	10 or more years	X^2	P
Home responsibilities	40.6	43.8	15.6	12.94	.01
Responsibilities for children	41.7	37.5	20.8	8.27	.05

Barriers by residence in city with postsecondary institutions. Residence differentiated among respondents on only barriers to participation (Table 5.13). Those respondents who resided in cities without a postsecondary institution more frequently stated that professional development activities would not lead to promotion or advancement in their present position. These cities tend to be smaller and more rural, and perhaps they would not have the kinds of positions available to employees as urban centres may have.

Table 5.13

Barriers to Participation by Residence in City with Postsecondary Institution (Percentages)

Barriers	Residence with P.S. institution	Residence without P.S. institution	X^2	P
Activities won't lead to promotion/ advancement	35.7	64.3	15.46	.01

Barriers by highest academic attainment. Reported in Table 5.14 are cross-tabulations of barriers to participation by highest academic attainment. Those respondents with grade 12 or less (33.3%) and technical school or some university education (44.4%), differed significantly from those with undergraduate degrees (11.1%) or graduate degrees (11.1%) in meeting enrolment requirements for professional development activities. Many courses in adult education are offered at the graduate level, and therefore they would be inaccessible to adult educators with lower levels of academic attainment.

Table 5.14

Barriers to Participation by
Highest Academic Attainment
(Percentages)

Barriers	Grade 12 or less	Technical school or some university	Undergrad degree	Graduate degree	X^2	P
Do not meet enrolment requirements	33.3	44.4	11.1	11.1	8.02	.05

Question 4: Motivation for Participation in Professional Development

Question four of this research looked at the motivation for participation in professional development activity. Respondents answered questions regarding reasons for participating in professional development activities, what incentives should be provided for participation, who should provide these incentives, and whether engaging in professional development activities would help them to achieve their career goals. No significant differences in the motivation for participation in professional development were found by main focus of work or by membership in AACE; significant findings related to other independent variables are reported in the following paragraphs.

Motivation by age. As reported in Table 5.15 those respondents 39 years old or younger, showed significant differences from older respondents in areas such as reason for participation, incentives provided, and providers of incentives. Younger respondents more often than older respondents indicated that their reason for participating was to attain a certificate or diploma (65.2%) or to advance in their careers (51.6%). More older than younger respondents felt that incentives for participation should include travelling and accommodation expenses. Perhaps younger respondents were more

Table 5.15

Motivation for Participation by Age
(Percentages)

Variables	39 or younger	40 or older	X^2	P
Reason:				
Lead to certificate or diploma	65.2	34.8	4.71	.05
Lead to career advancement	51.6	48.4	3.99	.05
Incentives provided:				
Travelling expenses	36.1	63.9	4.82	.05
Accommodation expenses	37.0	63.0	4.00	.05
Provider of incentives:				
Government funding agency	76.5	23.5	10.79	.05
Other	53.3	46.7		
Employer	41.3	58.8		
Educational institution	14.3	85.7		

interested in certification and career advancement, regardless of cost, while older respondents felt reimbursement should be provided in return for the investment that they had made in the agency throughout the years. Overwhelmingly, respondents 39 years old or younger felt that government agencies should provide the incentives for participating in professional development (76.5%), and those 40 years old and older felt that educational institutions should provide those incentives (85.7%).

Motivation by gender. Females and males have significant differences in three areas of motivation for participation in professional development activities as shown in Table 5.16.

Table 5.16

Motivation for Participation by Gender
(Percentages)

Variables	Female	Male	X^2	P
Reason:				
Develop better self-image	79.3	20.7	6.32	.05
Satisfy personal need	63.1	36.9	6.21	.05
Incentives Provided:				
Pay increase upon completion	75.5	24.5	9.04	.01

Females overwhelmingly felt that their reasons for participating had to do with developing a better self-image (79.3%) and satisfying a personal need (63.1%). This gender difference may be due to the need for women to increase their personal power in the work place. As well, when asked what incentives should be provided, females indicated that a pay increase upon completion should be provided (75.5%). This may be related to inequity in the pay structure that still exists between female and male wages.

Motivation by length of time in adult education. Significant differences in motivation for participation were evident when length of time in adult education was cross-tabulated with reason for participation and incentives provided as indicated on Table 5.17. As may be expected, those with less time in adult education participated in professional development activities to develop a better self-image and to lead to a certificate or a diploma more than those with greater time. However, those with more time in adult education felt more strongly than those with three years or less experience that accommodation expenses should be provided when participating in professional development activities. Perhaps those with more experience feel that these incentives are rewards for long-term employment.

Table 5.17

Motivation for Participation by
Length of Time in Adult Education
(Percentages)

Variables	3 years or less	4-9 years	10 or more years	X^2	P
Reason:					
Develop better self-image	39.3	32.1	28.6	6.99	.05
Lead to certificate or diploma	30.4	56.5	13.0	7.48	.05
Incentive provided:					
Accommodation expenses	14.1	40.4	45.5	5.96	.05

Motivation by residence in city with postsecondary institution. Table 5.18 indicates significant differences between those respondents that live in cities with or without postsecondary institutions in regard to reason for participation in professional development activities. Those respondents who live in a city with a postsecondary institution participated in professional development activities to satisfy personal need (81.5%), to lead to a certificate or diploma (60.9%) and to gain a pay increase (58.8%). These reasons may be more prominent for those that live in centres with postsecondary institutions simply because of the availability of professional development activities.

Table 5.18

Motivation for Participation by Residence in City with Postsecondary Institution (Percentages)

Reason	Residence with P.S. institution	Residence without P.S. institution	X^2	P
Satisfy personal need	81.5	18.5	4.49	.05
Lead to certificate or diploma	60.9	39.1	4.33	.05
Provide a pay increase	58.8	41.2	3.89	.05

Motivation by highest academic attainment. Highest academic attainment, when cross-tabulated with variables motivation for participation, revealed significant differences among the groups (Table 5.19). Of particular interest, is the fact that those respondents with technical school or some university education stated that their reason for participating was to acquire a certificate or diploma (56.5%) or a university degree (47.5%). It appears that their interest to enhance their education related directly to some kind of formal accreditation. Those respondents with graduate degrees expressed strongest interest in travel expenses (40.8%) and accommodation expenses (40.6%), while those with technical school or some university looked for a pay increase upon completion (40.7%). All respondents who had some education beyond high school felt that engaging in professional development activities would help them achieve their career goals.

Table 5.19

Motivation for Participation by Highest Academic Attainment (Percentages)

Variables	Grade 12 or less	Technical school or some university	Undergrad degree	Graduate degree	X^2	P
Reason:						
Lead to certificate or diploma	17.4	56.5	13.0	13.0	15.67	.01
Lead to a university degree	5.0	47.5	32.5	15.0	14.00	.01
Satisfy personal need	6.7	26.0	33.3	34.0	12.43	.01
Incentives Provided:						
Travelling expenses	11.2	19.4	28.6	40.8	11.51	.01
Accommodation expenses	11.9	20.8	26.7	40.6	11.88	.01
Pay increase upon completion	14.8	40.7	25.9	18.5	11.31	.05
Engaging in activities would help career goals	10.9	26.9	34.9	27.4	8.38	.05

Motivation by usefulness of previous education. When usefulness of previous education was cross-tabulated with motivation for participation, significant differences were indicated on two variables as shown on Table 5.20. Those respondents who felt that their previous education was of no

Table 5.20

Motivation for Participation
by Usefulness of Previous Education
(Percentages)

Variables	No/minimum use	Very great use	X^2	P
Reason:				
Provide pay increase	83.3	16.7	5.28	.05
Incentives provided:				
Payment of fees	52.3	47.7	9.66	.01

or minimum use to them in their present position, overwhelmingly indicated that providing a pay increase (83.3%) was a major reason for participation in professional development activities. They also indicated that payment of fees (52.3%) would be an appropriate incentive for participating in these activities. Those respondents who felt that their previous education had no or minimum use to their present position seemed to be motivated by external, rather than internal factors to participate in professional development activities.

Question 5: Meeting Professional Development Needs

This section of the chapter contains the significant differences found in regard to meeting the professional development needs of adult educators. Respondents were asked at what level they would commit themselves when engaging in professional development, what types of activities should be offered, what terms they would prefer to engage in these activities, how often they would participate, at what times they would participate, and would they enrol in a university certificate program. When cross-tabulated by independent variables, statistical differences were reported by all independent variables except membership in AACE.

Meeting professional development needs by age. When age was cross-tabulated with time of participation only one significant difference was found as shown on Table 5.21. Those 40 years old or older chose late afternoon (65.9%) more often than younger respondents, perhaps because of fewer home and childcare responsibilities.

Table 5.21

Meeting Professional Development Needs
by Age
(Percentages)

Times of Participation	39 or younger	40 or older	X^2	P
Late afternoon (4-6 pm)	34.1	65.9	6.57	.05

Meeting professional development needs by gender. There were marked differences between female and male respondents in the areas of activities of interest, term of participation and times of participation as shown in Table 5.22. Interestingly,

Table 5.22

Meeting Professional Development
Needs by Gender
(Percentages)

Variables	Female	Male	X^2	P
Type of activities:				
Attend a credit course	74.0	26.8	12.04	.01
Enrol in a certificate program	73.2	26.8	4.87	.05
Term of participation:				
Fall (Sept - Dec)	62.3	37.7	4.02	.05
Times of participation:				
Afternoons (1-4 pm)	69.2	30.8	8.71	.01
Mornings (9-12 am)	66.7	33.3	5.51	.05
Weekends	64.8	35.2	4.63	.05
Early mornings (6-9 am)	42.6	57.4	7.60	.01

females preferred attending a credit course (74.0%) and enroling in a certificate program (73.2%) more often than did males. Females seemed to be more concerned with accreditation for their professional development efforts, possibly due to a need for formal recognition.

Females more than males also preferred to participate in the fall (62.3%), afternoons (69.2%), mornings (66.7%), and weekends (64.8%). Male respondents preferred early mornings more than did females. Considering that all respondents were employed in either a paid or voluntary position, it may be that females preferred to participate in professional development activities during hours that interfered less with home responsibilities.

Meeting professional development needs by main focus of work. Main focus of work when cross-tabulated with activities of interest indicated significant differences in two areas (Table 5.23). Using teleconferencing (72.2%) and taking a radio or TV course (50.0%) were chosen by administrators more often than by teachers and others in the field of adult education. Administrators may have had previous experience with a variety of types of delivery methods or they may simply be more interested than others in alternatives to traditional practices.

Table 5.23

Meeting Professional Development Needs by Main Focus of Work (Percentages)

Type of Activities	Administration	Teaching	Other	X^2	P
Use teleconferencing	72.2	11.1	16.7	13.87	.01
Take a radio or TV course	50.0	5.0	0.0	13.12	.01

Meeting professional development needs by length of time in adult education. Table 5.24 shows significant differences in five areas that dealt with level of activities and in two areas that dealt with the type of activities of interest when independent variables were cross-tabulated with length of time in adult education.

Table 5.24

Meeting Professional Development
Needs by Length of Time in Adult Education
(Percentages)

Variables	3 years or less	4-9 years	10 or more years	X^2	P
Level of activities:					
Graduate degree program	13.7	47.9	38.4	17.37	.05
Undergraduate degree program	36.8	47.4	15.8		
Diploma program	11.1	44.4	44.4		
Certificate program	29.6	44.4	25.9		
Non-credit workshop or course	21.7	26.1	52.2		
Type of activities:					
Attend a non-credit course	18.2	30.3	51.5	6.51	.05
Use satellite or interactive media	8.3	29.2	62.5	6.60	.05

Those who had 4 to 9 years experience were more interested than others in graduate degree, undergraduate degree, or diploma and certificate programs, all resulting in some kind of certification. Those with 10 or more years' experience had the same level of interest in diploma programs as did those with 4 to 9 years' experience. Respondents with 10 or more years' experience showed a significantly higher preference than others for non-credit workshops or courses (52.2%), non-credit courses (51.5%), and satellite or interactive video (62.5%). These differences may suggest that career advancement is of greatest importance to adult educators in the middle range of experience.

Meeting professional development needs by residence with postsecondary institution. As indicated in Table 5.25, those respondents who resided in a city with a postsecondary institution differed significantly in their preferences for

Table 5.25

Meeting Professional Development Needs by Residence With Postsecondary Institution (Percentages)

Variables	Residence with P.S. institution	Residence without P.S. institution	X^2	P
Type of activities:				
Attend non-credit course	89.6	10.4	7.96	.01
Attend weekend workshop or seminar	72.2	27.8	4.21	.05
Time of Participation:				
Morning (9-12 am)	83.3	16.7	3.90	.05

meeting professional development needs from those who resided in a city without a postsecondary institution. Respondents living near a postsecondary institution preferred attending non-credit courses (89.6%), attending weekend workshops or seminars (72.2%), and participating in the morning (83.3%).

Meeting professional development needs by highest academic attainment. When highest academic attainment was cross-tabulated with meeting professional development needs of adult educators, eleven significant differences were found (Table 5.26). Respondents with technical school or some university education more than others preferred to commit themselves to programs leading to an undergraduate degree (90.0%), a diploma (55.6%), or a certificate (44.4%). These respondents may want to upgrade their present level of education by obtaining additional certification. Respondents with undergraduate or graduate degrees more than others preferred to commit themselves to involvement in non-credit workshops or courses in a graduate degree program.

In terms of the type of activities of interest, respondents with technical school or some university education more than others preferred enroling in a certificate program other than in adult education, attending a credit course and enroling in an adult education certificate program. Technical school or some university respondents also had the strongest

Table 5.26

Meeting Professional Development Needs
by Highest Academic Attainment
(Percentages)

Variables	Grade 12 or less	Technical school or some university	Undergrad degree	Graduate degree	X^2	P
Level of activities:						
Undergraduate degree program	0.0	90.0	10.0	0.0	78.45	.00
Diploma program	11.1	55.6	11.1	22.2		
Certificate program	22.2	44.4	29.6	3.7		
Non-credit workshop or course	11.6	15.9	29.0	43.5		
Graduate degree program	9.5	9.5	44.6	36.5		
Type of activities:						
Enrol in a certificate program	14.6	43.9	36.6	4.9	17.94	.00
Take a correspondence course	22.9	42.9	25.7	8.6	17.21	.00
Attend a credit course	10.8	36.5	36.5	16.2	12.75	.01
Interest in enroling in adult education certificate program	12.8	34.2	35.0	17.9	18.99	.00
Use satellite or interactive media	4.2	25.0	16.7	54.2	8.46	.05
Attend a non-credit course	7.6	12.1	33.3	47.0	17.59	.00

interest in taking a correspondence course. Those with graduate degrees expressed strongest preference in attending non-credit courses and also in using satellite or interactive media.

Summary

This chapter provided an analysis of the findings by independent variables by using t-tests, F-tests and cross-tabulations. The findings were organized by the five research questions of the study.

The major results of the analyses indicated that there were no major influences on the areas of professional development activities that respondents have participated in recently.

The areas of need for professional development were influenced most strongly by the respondents' gender, main focus of work, and membership in AACE. Female adult educators chose areas that dealt with management skills as did administrators. Members of AACE also chose management skill areas as well as areas concerning issues in adult education.

In terms of barriers, results indicated there were no major influences on what prevented respondents from participating in professional development activities.

Motivation for participation in professional development activities varied primarily by residence and highest academic attainment when considering reasons for participation. Those living in a centre with a postsecondary institution participated in professional development to satisfy personal needs, lead to a certificate or diploma or to gain a pay increase. Those with less postsecondary education participated in professional development to gain a certificate or diploma whereas those with a graduate degree participated to satisfy a personal need.

As well, incentives for participation were influenced by highest academic attainment and age. Those with less post-secondary education saw a pay increase as an incentive whereas those with a graduate degree preferred to have expenses paid for as did those who were 40 or older. Choice as to who should provide these incentives was influenced by the age group of the respondents. Those 39 or younger felt government agencies should provide these incentives whereas those 40 or older overwhelmingly felt that educational institutions should provide these incentives. Whether respondents would participate in activities to help achieve their career goals was influenced by their level of highest academic attainment. All respondents who had some education beyond high school felt that participating in professional development activities would help them to achieve their career goals.

When analyzing the findings regarding how to meet professional development needs, it was found that the type of activities for participation were strongly influenced by the level of highest academic attainment of respondents. Those with technical school training, some university courses or an undergraduate degree preferred certificate programs, correspondence courses and credit courses. Those with a graduate degree preferred taking non-credit courses and using interactive media in professional development activities. The term of participation was influenced by gender, with females wanting to participate during the fall term. Times of participation in professional development activities varied by age, gender and residence. Those 40 or older preferred late afternoons, females preferred daytime hours and weekends, and those residing in a city with a postsecondary institution overwhelmingly preferred participating in the morning.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This final chapter contains a summary of the study relative to its purpose, research methodology, and major findings. In addition, it also provides the conclusions which emerged from the study findings, the implications of the study, and a concluding statement.

Summary

Purpose of the Study

The main purpose of the study was to examine the nature and extent of professional development needs of adult educators in Alberta.

Five specific research questions were used to serve as a guide to the development of the study and for the analysis of the data. The first question identified in what professional development activities adult educators were presently participating. The second question identified what areas of need for professional development were indicated by adult educators. The third question identified the barriers that adult educators perceived to have in the area of professional development. The fourth question probed what motivated adult educators to participate in professional development activities, and the fifth question explored how professional development needs should be met.

A review of the literature was conducted in order to compare the findings of this study with findings in the literature. The review of the literature revealed that professional development has varied rationales and purposes depending on the context in which it is provided. The literature also showed that there were three main providers of professional development: educational institutions, professional associations, and other agencies such as employers, government departments, and voluntary organizations. The literature described various models of professional development that were used by a variety of providers. The literature described the various roles that adult educators hold and the links these roles have to the types of professional development needs of adult educators. The literature also described a wide variety of practices in the area of professional development that are currently being used to meet the needs of adult educators.

Research Methodology

A nine-page questionnaire was used to collect the data in this research study. The first section sought general information about the respondents; the second section dealt with the respondents' previous education; the third section sought information regarding the respondents' professional development needs; and the fourth section included questions regarding the respondents' preferences and interests regarding professional development activity.

The questionnaire was pilot tested with a group of ten adult educators who performed a variety of roles in adult education such as administrator, program planning assistant, librarian, and instructor.

The population from which a sample was drawn totalled 1,639 individuals engaged in the field of adult education in various capacities in the province of Alberta. This population was derived from two lists of adult educators: the first was a general list of adult educators compiled by the Faculty of Extension, University of Alberta, with 1,338 names and the second was compiled by the Alberta Association for Continuing Education (AACE) and comprised their membership of 301 for 1987. The questionnaire was mailed to a stratified random sample of 300, with 200 being drawn from the general list and 100 from the AACE list. The study was restricted to adult educators in the Province of Alberta. Of the 300 questionnaires mailed, 226 were returned with 203 being useable for data analysis, a response rate of 67.6 percent.

The data were processed to report the descriptive findings by using frequency counts in the form of tables. Appropriate statistical tests were conducted, including t-tests, F-tests, and chi-square tests so that differences between groups based on independent variables could be analyzed. The statistical program used for data analysis was SPSS-x.

Review of Findings

The findings from this study were reviewed in two ways: by characteristics of the respondents and by the five research questions investigated. A summary of each follows.

Description of the respondents. The respondents in this study were 58 percent female and 42 percent male. The age of the participants was primarily between thirty and forty-nine. Forty percent of the respondents were members of the Alberta Association for Continuing Education (AACE). Their main focus of work was in the area of administration, with program coordination being the next most frequent. Most of the adult educators in this study had been working for their employer from 1-6 years, and they had been in the area of adult education for 13 or more years.

Most of the adult educators in this study worked in an area with a postsecondary institution, but if not, they did not have to travel more than approximately 100 km to get to a postsecondary institution. About 53 percent of the respondents lived in Edmonton or Calgary, and the remainder lived in more rural places throughout the province.

In terms of their educational background, the respondents had a variety of academic attainments, with most of them having a university undergraduate or graduate degree. Most of the undergraduate degrees were either in Arts or Education and many of the master's degrees were in Education. Most of the respondents felt that their previous education was of moderate or considerable use to them in their present employment positions.

Question 1: Participation in professional development activities. The majority of adult educators attended one to three professional development activities within the last two years. These activities were probably a conference, some kind of in-service workshop, perhaps a short course or maybe even some on-the-job training. Administrators attended more conferences and took more university courses than did other adult educators.

Those adult educators with ten or more years of experience attended conferences more frequently than those with less experience. Adult educators with four to nine years' experience took correspondence courses more frequently than those with ten or more years of experience. Those adult educators with technical training or some university courses also took more correspondence courses than did those with graduate degrees. Adult educators with only a grade 12 education or less took more technical courses than did those with undergraduate degrees.

Question 2: Areas of need for professional development. Adult educators indicated that they would prefer to engage in professional development activities in the areas of program planning, program evaluation techniques, needs assessment techniques, using computers effectively, leadership skills, and instructional/delivery alternatives. Although these were the six areas chosen most frequently by the whole sample, there were significant differences among the groups of respondents.

Those 39 years old or younger, preferred courses such as instructional training, instructional evaluation, community development, using volunteers and futures in adult education over those who were 40 years old or older. Females preferred business related subject areas as well as instructional training philosophy, community development, using volunteers, and futures in adult education. Administrators preferred subject areas that did not involve instruction but that involved administrative tasks as well as community development, using volunteers, and futures in adult education. Those with 4 to 9 years of experience in adult education preferred subject areas in public relations and using volunteers effectively, and those respondents who lived in an area with a postsecondary institution preferred subject areas such as systematic instructional design, brochure graphic design and using volunteers effectively.

Members of AACE had many significantly different preferences than non-members. They preferred activities primarily in the areas of history of Canadian adult education, administrative and business skills, community development, using volunteers effectively and futures in adult education. Non-members reported preferring activities in the subject area of instructional design and delivery over members. Those respondents with undergraduate degrees preferred activities in instructional techniques, personnel administration, community development, and using volunteers effectively. It is interesting to note that three subject areas were common among the respondent groups: community development, using volunteers effectively, and futures in adult education.

Question 3: Barriers to professional development involvement. The greatest barriers to participation in professional development activities were lack of time, job responsibilities, feeling that the content of the activities was not relevant to needs, that the activities were often at the wrong time, and that the cost of the books and registration were too high.

When significant differences between groups were identified, respondents 39 years old and younger found that responsibility for children and costs of books and registration were bigger barriers compared to those 40 years old and older. However, those 40 years old and older felt that often the content of the professional development activities was of no relevance to their needs in comparison to the younger group.

There was a significant difference between the responses of females and males, with females choosing responsibility for children and home as their greatest barriers. Teachers compared to administrators felt that they were not likely to hear of professional development opportunities or didn't have enough information about these activities. Respondents with nine years of experience or less in the field found that home and child responsibilities were greater barriers for them than for those with more years of experience in the field.

Respondents living in cities with a postsecondary institution felt that participating in professional development activities would not lead to a promotion or advancement. Those respondents with less education, such as technical schools or some university courses, and grade 12 or less, indicated that not meeting eligibility criteria for most professional development activities was a significant barrier for them.

Question 4: Motivation for participation in professional development. Respondents in this study indicated that their level of need for professional development activities was moderate or higher. The respondents indicated that they would probably participate in professional development activities to increase their job effectiveness, to satisfy their personal needs, and to lead to career advancement. The strongest incentives for participation in professional development activities included payment of fees or paid educational leave. The respondents felt that the employer should provide these incentives. The adult educators in this study, felt strongly that participation in professional development activities would help them to achieve their career goals.

When analysis was done to identify the variables that influenced the differences between groups of respondents, it was found that reasons for participation in professional development activities varied primarily by residence and highest academic attainment. Those living in a centre with a postsecondary institution participated in professional development to satisfy personal needs, lead to a certificate or diploma or to gain a pay increase. Those with less post-secondary education participated in professional development to gain a certificate or diploma, whereas those with a graduate degree participated to satisfy a personal need.

As well, incentives for participation were influenced by highest academic attainment and age. Those with less post-secondary education saw a pay increase as an incentive, whereas those with a graduate degree preferred to have expenses paid for as did those who were 40 or older. Choice as to who should provide these incentives was influenced by the age group of the respondents. Those 39 or younger felt government agencies should provide these incentives, whereas those 40 or older overwhelmingly felt that educational institutions should provide these incentives.

Whether respondents would participate in activities to help achieve their career goals was influenced by their level of highest academic attainment. All respondents who had some education beyond high school felt that participating in professional development activities would help them to achieve their career goals.

Question 5: Meeting professional development needs. Educators in this study indicated that they would participate in professional development activities within a formal program, preferably at the graduate level. The most preferred type of professional development activity would be a workshop format, and they would participate in these activities in the fall or winter terms at least once a week. The adult educators would prefer to participate in the evenings during weekdays. The respondents indicated that they would participate in a university certificate program in adult education if available.

When analyzing the findings in order to identify the variables that most influenced the participants' responses regarding how to meet their professional development needs, it was found that the type of activities for participation were strongly influenced by the level of highest academic attainment of respondents. Those with technical school training, some university courses or an undergraduate degree preferred certificate programs, correspondence courses and credit courses. Those with a graduate degree preferred taking non-credit courses and using interactive media in professional development activities.

The term of participation was influenced by gender, with females wanting to participate during the fall term. Times of participation in professional development activities varied by age, gender and residence. Those 40 or older preferred late afternoons, females preferred daytime hours and weekends, and those residing in a city with a post-secondary institution overwhelmingly preferred participating in the morning.

Conclusions

This section outlines conclusions that were formulated based on the methodology used in this research, the literature review, and the findings. Conclusions are organized by methodology, conceptual framework and the five research questions. Discussion of the findings is also included.

Methodology.

The survey method that was used was appropriate for this research considering the information required, the expertise available in the area, the time involved and the cost involved. Although McKay (1979) advocates this method when conducting needs assessments, some short-comings became apparent upon analysis of the data. The survey method did not allow for much individual interpretation of responses and some respondents indicated that a few questions were inappropriate for them to answer due to their particular circumstance.

Conceptual framework. The results of this study support aspects of Bergquist and Phillips' (1977) comprehensive model for professional development, particularly when dealing with the issue of motivation for engaging in professional development activities. Although this study did not explore the organization's motivation for offering professional development activities, it did find that individuals participated in professional development in order to increase their job effectiveness and therefore benefitting the organization. Motivation was also identified through personal reasons for participation such as: satisfaction of personal need, career advancement, attaining a university degree and developing a better self-image.

Participation in professional development activities. Adult educators in the province of Alberta primarily participate in conferences, in-service workshops, short courses and on-the-job training in order to meet their professional development needs. This information partially supports Merriam's (1985) conclusion regarding the types of professional development activities presently being engaged in by adult educators. Merriam not only lists on-the-job training and short term in-service opportunities as characterizing professional development in North America, but also graduate study. The findings of this research support the first two activities but not the latter. Conferences were also not mentioned in Merriam's research.

Areas of need for professional development. The research in this study shows that adult educators want to participate in professional development activities that are directly linked to their roles and positions as adult educators. Administrators want professional development activities regarding program planning and administration, whereas instructors want activities that deal with instructional methods. This finding supports Knox's (1979) conclusion that most full-time continuing educators want and need to be trained in the areas in which they are presently engaged.

One surprising finding, however, is difficult to explain. Although adult educators wanted professional development activities related to their present employment, varied groups of respondents had three subject areas in common. Those respondents that were 39 years old and younger, females, administrators, and members of AACE all indicated a strong need for professional development activities in the subject areas of community development, using volunteers effectively, and futures in adult education over other groups of respondents.

Finally, members of the provincial organization, AACE, identified very different areas of need for professional development than did non-members. This conclusion may support Boggs and Travis' (1983) notion that members of a professional association tend to have a sense of identity with the profession, and they have opportunities to confer with colleagues in other localities. This may explain why collectively they have different areas of need for professional development.

Barriers to professional development involvement. The barriers most likely to be met by adult educators when attempting to participate in professional development activities are: lack of time, job responsibilities, feeling that present activities do not meet present needs, inconvenient times and financial considerations. Females, younger adult educators, and those with only a few years of experience in adult education, find child responsibilities to be a major barrier.

Gooch (1986) promotes involving the learner in setting goals for participation in professional development in order for that person to assume responsibility for his/her actions and take control of the situation. His notion of professional development being a process of self-development where one must increase his/her knowledge and skills and change one's attitude in order to succeed in this process may be part of the answer in helping adult educators overcome their barriers to participation.

Motivation for participation in professional development. Adult educators in Alberta feel their need for professional development activities is moderate or higher. Adult educators participate in professional development activities to increase their job effectiveness, satisfy personal needs, and lead to career advancement. Incentives desired include payment of fees or paid educational leave and adult educators believe that employers should provide these incentives. Adult educators believe that participation in professional development leads to career advancement. The more education an adult educator has, the more useful it is felt to be to one's present position in adult education.

Meeting professional development needs. Adult educators in Alberta want to participate in professional development in formal programs, preferably at the graduate level. The participation would be on a frequent, regular basis in the fall and winter terms in the evenings or on the weekends. Specific differences occur between the various groups of adult educators such as females and males; administrators and instructors in areas concerning time of activity and type of activity. Adult educators would participate in an adult education certificate program if available.

As discussed earlier, Merriam (1985) stated that professional development in North America is characterized by on-the-job training, short-term in-service activity, and graduate programs. The findings in this study indicate that the first two opportunities are presently being engaged in and that the third opportunity, of graduate study, is one that is desired for the future by adult educators in the province. This leads to questions of availability and accessibility of such programs in adult education in Alberta.

Implications

Three sets of implications based on this study are outlined in this section. All three sets, training, practice and research, are based on the research findings and conclusions.

Training

1. Training programs in adult education at various institutions in Alberta might consider offering courses in the curriculum areas that adult educators indicated in this study to be of most need to them. Courses could be offered in the areas of program planning, program evaluation techniques, needs assessment techniques, using computers effectively, leadership skills and instructional/delivery alternatives.

2. There could be more university certificates, diplomas and degrees in the field of adult education, preferably at the graduate level, to respond to the need of adult educators wanting to pursue professional development activities. These programs should be accessible and available to those in rural communities as well as in urban areas in order to overcome some of the barriers facing adult educators who want to participate in professional development.

Practice

1. More flexibility and incentives should be provided by the employers of adult educators to provide the opportunity for participation in professional development activities. Payment of fees or paid educational leaves should be provided with consideration for child care issues for younger adult educator employees.

2. Professional associations in adult education should be more responsive to the specific needs of their membership by offering professional development sessions that have been specified by their membership.

Research

1. This study explored the nature and extent of professional development needs of adult educators in Alberta, but it did not evaluate the effectiveness of any of the professional development activities discussed. Further research

could be conducted to evaluate professional development activities and to explore the effectiveness of professional development in meeting desired outcomes.

2. Significant differences were found by gender in this study. Further research, using qualitative methods, could be conducted to explore why these differences exist and how these differences could be accommodated by professional development programs offered by a variety of institutions.

3. Although this study identified what barriers adult educators encounter when attempting to participate in professional development, no information was sought with regard to overcoming these barriers. Research needs to be conducted to investigate overcoming a variety of barriers to participation in professional development by adult educators in Alberta.

4. This research identified differences in needs for professional development by main focus of work. Although it has been found that there are differences between administrators and instructors of adults, further research needs to be conducted to investigate the possibility of differences within these groups. A survey of adult education instructors and administrators working in different types of settings (i.e. with E.S.L. students, leisure learning students, native students) may lead to important information regarding professional development needs.

Concluding Statement

Adult educators throughout a wide range of positions in the field have reported moderate and higher levels of need for professional development. Due to the variety of roles, positions, locations, barriers, content area needs, and reasons for participating, the task of understanding and meeting the professional development needs of adult educators in Alberta is not an easy one and provides many challenges for the future.

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APPENDIX I

Questionnaire for the Study of Professional Development Needs of Adult Educators in Alberta

QUESTIONNAIRE FOR THE STUDY OF PROFESSIONAL DEVELOPMENT NEEDS OF ADULT EDUCATORS IN ALBERTA

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SECTION I

General Information

This personal and background data will be used to compile a profile of adult educators in Alberta and also to identify any differences among the respondents. Please indicate your responses by circling the appropriate number.

1. Your age is:

Under 25	1	
25 - 29	2	
30 - 39	3	
40 - 49	4	
50 - 59	5	5
60 and over	6	

2. Your gender is:

Female	1	6
Male	2	

3. The main focus of your work is:

Administration	1	
Program Coordination	2	
Teaching	3	
Training	4	7
Counselling	5	
Other (please specify)____________________	6	

4. How long have you been working in your present employment?

Less than one year	1	
1 - 3 years	2	
4 - 6 years	3	
7 - 9 years	4	8
10 - 12 years	5	
13 or more years	6	

Do not write in this space

5. How long have you worked in adult education?

Less than one year	1	
1 - 3 years	2	
4 - 6 years	3	9
7 - 9 years	4	
10 - 12 years	5	
13 or more years	6	

6. Do you live in a city or town that has a postsecondary education centre (AVC, college or university)?

Yes	1	10
No	2	

7. If you do not live in a city or town that has a postsecondary centre, what is the distance of your residence from such an institution?

Less than 50 km	1	
50 - 99 km	2	
100 - 149 km	3	11
150 - 199 km	4	
200 km or more	5	

8. Your residence is:

Edmonton	1	
Calgary	2	
Lethbridge	3	12
Red Deer	4	
Other (please specify) ____________________	5	

9. Are you a member of the Alberta Association for Continuing Education (AACE)?

Yes, I am a member.	1	13
No, I am not a member.	2	

SECTION II

Previous Education

Do not write in this space

The previous education and preparation data will be used to enhance the profile of adult educators in Alberta. Please identify your responses by circling the appropriate number.

10. Your highest academic attainment is:

Some highschool	1	
Grade 12 or equivalent completed	2	
Technical/Vocational training	3	14
University, less than degree	4	
University degree	5	
University graduate degree	6	

11. Undergraduate degrees; circle all that are applicable to you.

Bachelor of Arts (B.A.)	1	15
B.A. Physical Ed./Recreation	2	16
Bachelor of Commerce (B.Comm.)	3	17
Bachelor of Education (B.Ed.)	4	18
Bachelor of Science (B.Sc.)	5	19
B.Sc. Engineering	6	20
B.Sc. Home Economics	7	21
B.Sc. Nursing	8	22
Other (please specify) ____________________	9	23

12. Graduate degrees held; Circle all that are applicable to you.

Master of Arts (M.A.)	1	24
Master of Education (M.Ed.)	2	25
Master of Science (M.Sc.)	3	26
Other (please specify) ____________________	4	27

13. Diplomas held (please specify):

University ______________________________	1	28
Technical ______________________________	2	29
College ______________________________	3	30
Other ______________________________	4	31

14. Certificates held (please specify):

University ______________________________	1	32
Technical ______________________________	2	33
College ______________________________	3	34
Other ______________________________	4	35

Do not write in this space

15. How useful do you feel your previous education has been in preparing you for your present position?

Of no use	1	
Of minimal use	2	
Of moderate use	3	36
Of considerable use	4	
Of very great use	5	

SECTION III

Professional Development Needs

This section relating to professional development needs will help to create a profile of what activities and provisions have been made for professional development in the past and in the present. Please indicate your response by circling the appropriate number.

16. To what extent have you participated in professional development by the following methods during the last two years? Circle the appropriate response for each item.

1=none 2=one to three times 3=four to six times
4=seven to nine times 5=ten or more times

On-the-job training	1	2	3	4	5	37
Inservice workshops/seminars	1	2	3	4	5	38
Conferences	1	2	3	4	5	39
Short courses	1	2	3	4	5	40
Weekend workshops	1	2	3	4	5	41
Correspondence courses	1	2	3	4	5	42
University courses	1	2	3	4	5	43
College courses	1	2	3	4	5	44
Technical courses	1	2	3	4	5	45
Other (please specify) ________	1	2	3	4	5	46

17. Have you received financial support from your employer to participate in professional development activities during the past two years?

Yes, I have received support.	1	47
No, I haven't received support.	2	

18. Which of the following reasons have made it difficult for you to participate in professional development activities in the past or might prevent you from participating in them in the future? Circle no more than three.

Content not relevant to my needs	1	48
Not offered in right location	2	49
Offered at wrong time	3	50
Strict attendance requirement	4	51
Do not meet requirements to enroll in activity	5	52
Not enough time	6	53
Home responsibilities	7	54
Job responsibilities	8	55
Responsibilities for children	9	56
Opposition from spouse	10	57
Not enough information about activity	11	58
Cost (books, registration)	12	59
Too much time required to complete	13	60
Transportation difficulties	14	61
Too tired; not enough energy	15	62
Not likely to hear of opportunities	16	63
Do not enjoy studying	17	64
Activities won't lead to promotion/ advancement	18	65
Employer does not encourage me to participate in activities	19	66
Afraid I may fail	20	67
Other barriers (please specify) _______________	21	68

19. What is your level of need for more professional development opportunities?

Very low	1	
Low	2	
Moderate	3	69
High	4	
Very high	5	

D	U	P
1	2	3
	2	
	4	

Do not write in this space

20. For which of the following reasons would you participate in professional development opportunities? Circle no more than three.

Satisfy personal need	1	5
Develop better self image	2	6
Improve status in community	3	7
Increase job effectiveness	4	8
Provide a pay increase	5	9
Lead to career advancement	6	10
Lead to certificate or diploma	7	11
Lead to a university degree	8	12
Other (please specify) ________________	9	13

21. If the circumstances were right, to which one of the following activities would you commit yourself?

Non-credit workshop or course	1	
Certificate program	2	
Diploma program	3	14
Undergraduate degree program	4	
Graduate degree program	5	

22. In your view, which of the following incentives should be provided to encourage participation in professional development activities. Circle all that apply.

Payment of your fees	1	15
Travelling expenses	2	16
Accommodation expenses	3	17
Educational leave with pay	4	18
Pay increase upon completion	5	19
Other (please specify) ________________		20

23. In your view, who should provide these incentives?

Your employer	1	
Government funding agency	2	21
Educational institution	3	
Other (please specify) ________________	4	

24. Do you feel that engaging in professional development activities would be a definite help in achieving your career goals?

Yes, I do.	1	22
No, I don't.	2	

SECTION IV

Preferences and Interests

Do not write in this space

Data collected from this section regarding preferences and interests will be used to enhance the description of need for professional development. Please indicate your responses by circling the appropriate number.

25. Listed below are a wide variety of subjects and skills about which you may wish to study or learn in adult education. Circle the number of all the areas to which you would commit yourself through professional development.

Adult student as learner	1	23
Psychology of the adult learner	2	24
Brokering in adult education	3	25
Philosophy and practice of adult education	4	26
Sociology of adult education	5	27
Principles of adult education	6	28
History of Canadian adult education	7	29
Futures in adult education	8	30
The process of change in adult education	9	31
Community development	10	32
Systematic instructional design	11	33
Instructional techniques	12	34
Instructor training	13	35
Instructional evaluation techniques	14	36
Instructional/delivery alternatives	15	37
Program planning	16	38
Program evaluation techniques	17	39
Needs assessment techniques	18	40
Administrative processes/procedures	19	41
Personnel administration	20	42
Using volunteers effectively	21	43
Advertising techniques	22	44
Public relations	23	45
Brochure and pamphlet/graphic design	24	46
Conducting effective meetings	25	47
Using computers effectively	26	48
Management use and styles	27	49
Organizational development	28	50
Leadership skills	29	51
Group dynamics	30	52

D	U	P
1	2	3
	3	
	4	

Do not write in this space

(5, 6) (11,12)
(7, 8) (13,14)
(9,10)

26. Which five items in the above list of subjects and skills do you feel would be of most value to you?

Item numbers _____ _____ _____ _____ _____

27. Please identify any other subjects or skills which you feel should be addressed through professional development?

____

____

____

28. From the following list of ways in which professional development activities might be offered, select no more than three that interest you.

Attend a weekend workshop/seminar	1	11
Attend a non-credit course	2	12
Attend a credit course	3	13
Enroll in a college or university program	4	14
Enroll in a certificate program	5	15
Take a correspondence course with a tutor	6	16
Take a course with radio or T.V. broadcasts	7	17
Use teleconferencing or other telecommunication	8	18
Use satellite or other interactive media	9	19
Other (please specify) ______________________	10	20

29. If the circumstances were right, would you participate in professional development activities during the following seasons? Circle 1 or 2 for each.

Fall (September - December)	1. yes	2. no	21
Winter (January - April)	1. yes	2. no	22
Spring (May - June)	1. yes	2. no	23
Summer (July - August)	1. yes	2. no	24

Do not write in this space

30. How often would you be prepared to participate in a professional development activity?

Daily	1	
Twice a week	2	
Once a week	3	25
Once a month	4	
I could not attend regularly	5	

31. If the circumstances were right, would you participate in professional development activities during the following times. Circle 1 or 2 for each.

Weekdays	1. yes	2. no	26
Weekends	1. yes	2. no	27
Early morning (6-9 am)	1. yes	2. no	28
Morning (9-12 am)	1. yes	2. no	29
Afternoon (1-4 pm)	1. yes	2. no	30
Late afternoon (4-6 pm)	1. yes	2. no	31
Evening (7-10 pm)	1. yes	2. no	32

32. If the professional development activity were offered only in Edmonton, would you be prepared to travel to that center?

Yes	1	33
No	2	

33. If a certificate program in adult education were offered by a university, would you be interested in enrolling?

Yes	1	34
No	2	

34. Do you have any general comments or suggestions?

____

____

____

____

____

THANK YOU FOR YOUR TIME AND EFFORT

APPENDIX II

Validation of Questionnaire in Pilot Study Suggestion Form

VALIDATION OF QUESTIONNAIRE IN PILOT STUDY
SUGGESTION FORM

Please record your comments and suggestions for the various parts of the questionnaire as indicated below. Please indicate NIL if you have no suggestions for any part of the questionnaire. Feel free to use the back of the form if necessary.

SECTION I: General Information

SECTION II: Previous Education and Preparation

SECTION III: Professional Development Needs

SECTION IV: Preferences and Interests

APPENDIX III

Letter Accompanying Questionnaire

University of Alberta
Edmonton

Department of Industrial and Vocational Education
Faculty of Education

Canada T6G 2G5
633 Education Building South, Telephone (403) 432-3678

January 5, 1988

Dear Colleague:

Enclosed you will find a needs assessment survey concerning the professional development needs of adult educators in Alberta. I am presently a graduate student in the Adult and Higher Education program at the University of Alberta with a keen interest in your opinions concerning professional development activities. Four years of work experience in the field of adult education has led me to realize that it is of great importance to consider what kinds of provisions exist for adult educators to continue to learn and grow in their chosen profession.

The purpose of this study is to collect data regarding the needs and interests of adult educators, such as yourself, concerning professional development in adult education in Alberta. The Faculty of Extension is supporting this research because of its potential to contribute to future developments in the area of professional development in Alberta.

I am particularly interested in obtaining your responses because of your interest and experience in adult education. The completion of this questionnaire is essential for the success of this study. The participants for this study were selected randomly from listings of adult educators in Alberta. The responses will be analyzed and reported only in the form of group statistics, and your anonymity and confidentiality of individual responses will be protected.

The enclosed questionnaire will take approximately 20 minutes to complete. It would be appreciated if you would complete the questionnaire and return it to me in the enclosed stamped self-addressed envelope by Monday, January 18, 1988. Should you have any questions regarding any aspects of this study, please feel free to contact me at 432-3700 or at the above stated address.

Your cooperation in participating in this adult education study is greatly appreciated.

Sincerely,

A. Boniferro

Angela Boniferro
Graduate Student
Adult and Higher Education Program

Enclosures

APPENDIX IV

Follow-Up Letter

University of Alberta
Edmonton

Canada T6G 2G5

Department of Industrial and Vocational Education
Faculty of Education

633 Education Building South, Telephone (403) 432-3678

February 8, 1988

Dear Colleague:

During the past month, you may recall having received a needs assessment survey concerning the professional development needs of adult educators in Alberta. To date I have not received your response. As your views on this matter are of considerable importance to me and would doubtless enhance the findings of this study I am hoping that I may yet hear from you.

For your convenience, I have enclosed a duplicate of the survey with a self-addressed, stamped envelope. The survey will take approximately 20 minutes to complete. I would greatly appreciate your response by Monday, February 22, 1988. Please be assured that your anonymity and confidentiality of individual responses will be protected.

Should you have any questions, please feel free to contact me at 432-3700 or at the above stated address. Your participation is essential for the success of this study. Thank you in advance for taking the time to complete this survey.

Sincerely,

A. Boniferro

Angela Boniferro
Graduate Student
Adult and Higher Education Program

Enclosures